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ABSTRACT

Compiled in this final report is a review of a Title I Education Project related to community environmental education. As originally proposed, the program sought to bring together in a series of symposia community leaders in the areas of education, agriculture, industry, business and government from 17 counties in southeastern Nebraska. To ascertain problem areas and determine community action or response, three symposia and eight follow-up workshops were held. These were conducted to assist community leaders in preparing objectives for creating a community environmental education program, followed by setting priorities, time schedules, and determining local action to achieve their objectives. The report deals primarily with the first series of workshops, addressed to educators and keynoted by Dr. Robert Rienow. It reviews the objectives and accomplishments of their workshops, materials from which they developed their community analyses, and the findings and recommendations following assessment of community problems and solutions. Their analyses are given compositely as community profiles. The final section presents evaluations for the first two series, plus an overall evaluation, while the appendix includes the program format and evaluation forms. Dr. LaMont Cole and Stewart Udall keynoted the second and third sessions, respectively. (BL)

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QUALITY OF LIFE: OUR SOLUTIONS OUR OPPORTUNITIES

FINAL REPORT

Title I Educational Project

Doane College
Crete, Nebraska

1972

SE 014 527

Doane College Crete, Nebraska 68333

August 1972

Dear Colleague:

Enclosed is your personal copy of the Final Report on the Doane College Environmental Education Program entitled "Quality of Life: Our Solutions, Our Opportunities." I trust that you will take time to read it; not only does it discuss the program, but also discusses potential community actions.

Part III was compiled by some of the participants at the Fall Environmental Series; if everyone in attendance had submitted community profiles, just think of the information resource one would have for his community. However, such was not the case, and therefore, the profiles are very limited.

It is hoped that you will continue to take an active part in your community and its future. Nebraska holds great potential as a state, and particularly here in the Southeast Nebraska region. Our future, however, will depend on our involvement and desire to provide ourselves and our children the best possible environment in which to live and enjoy life. We should seek understanding where such is necessary; we should seek cooperation where such would be most beneficial. And we should seek assistance when we recognize our limitations. Let us then move into the future with hope and determination to make this region a model--an environmental model for the state and the nation.

My sincere appreciation to you for your attendance and assistance in making this pilot program, as funded through the State Department of Economic Development, a success. Thank you very much.

Sincerely,

Richard B. Gartrell
Coordinator of Community Affairs

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QUALITY OF LIFE: OUR SOLUTIONS, OUR OPPORTUNITIES

FINAL REPORT

Funded under Title I, Higher Education Act of 1965

Division of Community Affairs

Department of Economic Development

State of Nebraska

By

Richard B. Gartrell

Coordinator of Community Affairs

Doane College

Crete, Nebraska 68333

August 1972

PREFACE

The structure for these workshops evolved from my many conversations with various federal, state, and regional organizational representatives. These organizations represent those which have an inherent interest in the quality of our environment here in the 17 Southeast Counties of Nebraska. It was from these conversations that the final direction for these program series evolved.

It would be difficult for me to name all of those individuals who willingly contributed their time, energies, and advice. However, there are a few names I would like to mention in particular for their service to me; they are as follows: Mr. Jim Childe, Regional Coordinator for Vision-17 and formerly with the Department of Economic Development; Dr. Bert Evans, Assistant Professor of Agricultural Economics, University of Nebraska East Campus, Lincoln; Mr. Donald Hackenberg, now Director of Student Life, Doane College; and Mr. William Joern, Assistant Director, Southeast Nebraska Health Planning Council.

I am gratefully indebted to so many for their willingness to be of service in this community educational effort, which contributed so greatly to the ultimate success of the program.

This program would not be if it had not been for a grant under Title I of the Higher Education Act of 1965, through the State Department of Economic Development. My deep thanks to Mrs. Marie Arnot, Director of Community Affairs and Mr. Stan Matzke, Director of the Department of Economic Development for this grant and their assistance.

And last but far from being least, my deepest appreciation to my wife and child who were so patient during this past year, and whose companionship gave me strength.

Richard B. Gartrell
Coordinator of Community Affairs

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17 SOUTHEAST NEBRASKA COUNTIES

This Environmental Grant Covered These 17 Counties.

These 17 Southeast Nebraska Counties Cover an Area of 9,864 Square Miles, With a Total Population of 359,065 (1970 Figures).

PART I

IMPORTANCE OF THE PROBLEM

Man and his environment--is man on a collision course with destruction? In April, 1970, the first National Environmental Teach-In was held. The results of that teach-in, let alone any other continuing programs, still remain questions for speculation.

Leading national authorities were asked to comment about the meaning of ecology and the environmental teach-in; Dr. Rene Dubos, Professor of Environmental Biomedicine, Rockefeller University, had the following tragic indictment:

> The world is too much with us. We know this intuitively. But our social and economic institutions seem unable to come to grips with this awareness. The most they do is to appoint blue-ribbon committees and organize symposia which endlessly restate what everybody knows in a turgid prose that nobody reads and that leads to no action. . . . The colossal inertia and rigidity--if not indifference--of social and academic institutions makes it unlikely that they will develop effective programs of action or research focused on environmental problems. Two kinds of events, however, may catalyze and accelerate the process. One is some ecological catastrophe that will alarm the public and thus bring pressure on the social, economic, and academic establishments. Another more attractive possibility is the emergence of a grassroots movement powered by romantic emotion as much as by factual knowledge, that will give form and strength to the latent public concern with environmental quality.[1]

Apathy has been labeled the number one environmental offender--apathy about the types of environmental pollution and damage, apathy about the complexities and interrelatedness of human activities and environmental stability, and apathy about ways one might be able to do anything. The National Wildlife Federation's EQ Index has indicated that in "measuring national environmental quality (there is revealed) the sobering fact that we are still losing ground on almost every front--our air is dirtier; our water is more polluted. Land for food, wildlife and living space is deteriorating."[2]

The indictment is clear; the time is limited, yet the problem continues almost totally unabated.

Dr. Robert Rienow, Professor of Political Science at the Graduate School of Public Affairs, State University of New York at Albany, has said in his popular book Moment in the Sun that:

> Basic to an understanding of what a crowded and crumbling environment can do to man is an understanding of ecology, the science of "the mutual

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[1]DeBell, Garrett (ed.), The Environmental Handbook. New York: Ballantine Books, 1970, p. 8.

[2]EQ Index. The National Wildlife Foundation, 1970.

relationship between organisms and their environment." It is the science of man's relationship to all living things and to the very earth itself.[3]

This repeated theme of concern is again expressed by Dr. Rene Dubos when he states:

> Man should not try to conform to the environment created by social and technological innovations; he should instead design environments really adapted to his nature. He should not be satisfied with palliative measures treating the effects of objectionable conditions, but instead change the conditions. Now that scientific technology has made us so powerful and so destructive, we must try to imagine the kinds of surroundings and ways of life we desire, lest we end up with a jumble of technologies and countertechnologies that will eventually smother body and soul.[4]

Ecology is the systems approach to nature, the study of how living organisms and the nonliving environment function together as a whole ecosystem. An ecosystem is the delicate balance formed by organisms in an environment. Dr. Barry Commoner, ecologist, explains it as a vast system of interlocking connectors, among them the soil, air, water, plants, animals and ourselves, forming an endless and dynamically interacting web.

This environmental education program for Southeast Nebraska was hopefully conceived as the first step toward an understanding of these delicate balances--balances within our own communities.

STATEMENT OF THE PROBLEM

As originally stated in the funding proposal, the rising concern for our environment and the need for control of pollution have not yet brought community leaders to recognize local problems and seek solutions. The pervasive nature of environmental problems and the provincial nature of human response call for a program of environmental education directed to the community.

People in positions of community responsibility must sense how environmental problems crawl across governmental boundries and private concerns, touching all areas of life. Solutions must come from the same broad spectrum of the community.

The program, as proposed by Doane College, would bring together in a series of symposia, community leaders in the areas of education, agriculture, industry, business, and government.

The objectives of such a program, as originally designed, were as follows:

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[3]Rienow, Robert and Leona Train Rienow. Moment in the Sun. New York: Ballantine Books, 1967, p. 35.

[4]Dubos, Rene, "Man Overadapting," Psychology Today, February 1971, p. 53.

1. To create an environmental education program for the southeastern Nebraska area, in cooperation with the Vision-17 organization. The program would be organized and administered by Doane College, using its campus as the setting for bringing together the community and environmental specialists.

2. To ascertain problem areas and determine community action (or response) through the use of the following techniques within this educational program:

   a. Three major symposia, keynoted by prominent national leaders.

   b. Nine follow-up workshop sessions for problem-solving and guidance.

   c. Providing of resource personnel who would be available for consultation with community leaders and act as workshop leaders.

   d. Mutual sharing of information among attending community leaders.

   e. Preparation and distribution of information related to resources in environmental quality (i.e. school curriculum, pollution or health problems, water quality, recreation, etc.).

   f. Preparation of objectives and priorities for specific communities resulting from workshop sessions.

3. To publish a booklet which would serve as a community guideline and scorecard. It would be developed by the 11 community leaders who would establish their own priorities, time schedule, and local action needed for achieving their objectives. This self-commitment by local leadership would be followed by contact from both the College and Vision-17 to determine what local action occurs and to spur the accomplishment of the community's objectives.

STRUCTURE OF THE PROGRAMS

As previously stated in the objectives, the program would involve a series of workshops keynoted by a nationally recognized figure on matters related to environmental concerns.

The FALL ENVIRONMENTAL SERIES had four dates involved. The first date involved an evening keynote address delivered by Dr. Robert Rienow, Professor of Political Science at the Graduate School of Public Affairs, State University of New York at Albany. Dr. Rienow graciously replaced, at the last minute, Dr. Rene Dubos, who was taken ill and unable to be present. A panel of qualified resource personnel made comments on the Rienow speech.

The three evening workshops were held on October 19th, November 2nd, and November 30th. Each workshop had a different set of governing behavioral objectives (see Part II of this report). This entire fall series was set for

the evening hours to allow for maximum participation on the part of educators in the Southeast Nebraska region.

The WINTER ENVIRONMENTAL SERIES, however, saw a change in its format. In light of the target groups--agricultural, industrial and business leaders--it was perceived that the series should only have two evening workshops following the first day of seminars rather than the originally designed three.

The first day was keynoted by Dr. LaMont Cole, Professor of Ecology, Cornell University, and Mr. Herbert Doan, Chairman of the Board, Dow Chemical. The format for this program is carried in the Appendix of this report.

The two evening workshops were designed considerably different than the workshops which involved educators. Key resource personnel were asked to serve on the programs, the first evening dealing with resources and legal questions. The second evening program drew a rather large crowd, and discussed "The Future of the Small Community."

The SPRING ENVIRONMENTAL SERIES was keynoted by former Secretary of the Interior Stewart Udall. During the afternoon hours, a workshop was held related to the issues of intergovernmental cooperation in the field of environmental concerns. The two evening workshops discussed the topics of municipal programming and sanitary landfill. The target segment of the community were the governmental and civic leaders of the community. A description of the entire program is also contained in the appendix of this report.

LIMITATIONS

There are some limitations which, in one way or another, may have had an affect upon the success of this environmental education program. The first problem area arose when the apparent focus of national interest shifted from environmental concerns to economic concerns under the changing policies of the Nixon Administration. This, of course, could not be foreseen or avoided.

A second concern arose in the area of assumptions upon which some of the original objectives of this grant proposal were founded. It was assumed that one could obtain leaders from three segments of a community and have them cooperate; it was assumed that an educational program centered in almost the center of the 17 Southeast Nebraska counties would draw interest and participants. And it was assumed that leaders could be located in some 74 or more communities within a short period of time--notions that proved to be unrealistic, particularly in light of the grant staffing.[5]

The fact that the staffing for this program was small posed the third

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[5]Nix, Harold L., "Identification of Leaders and Their Involvement in the Planning Process," U. S. Department of Health, Education and Welfare, Public Health Service Brochure, Bureau of Community Environmental Management, 1970.

major limitation. With one college instructor giving one-third of his time, and with little if any of a supportive staff except a part-time secretary, it was difficult to see how over 9,000 square miles and 174 communities could be adequately covered and challenged to the objectives of the educational program (see map of 17 county region at the front of this report).

In addition, many of the objectives of the original grant had to be translated into behavioral objectives, which consumed more time than had been anticipated.

One of the more frequent evaluative comments from participants dealt with the matter of mass media coverage; though there were announcements from Doane College in the form of press releases, and though there were announcements carried in the newsletters of the Southeast Nebraska Health Planning Council and the Department of Economic Development, most newspaper coverage was usually an analysis AFTER THE FACT. Little or no coverage was obtained from the regional radio and television stations, to the knowledge of this author.

Many of the original ideas remain viable notions; however their translations to practical realities raised the greatest initial difficulties. Whether or not these limitations had that serious an effect upon the entire program remains a question.

SCOPE OF THE FINAL REPORT

The remaining parts of this final report will deal with some of the materials prepared and gleaned from this environmental program. PART II of this report contains a revision of the materials from which the educators developed their community analysis. PART III contains some of the findings and recommendations made by the participants. Since notebooks were not developed for the Winter and Spring series, there is little information available at this time as to the nature of various community problems as perceived by the agricultural, industrial, business, or governmental leader. Participation from these segments of the community was also weak. PART IV contains evaluations for the Fall and Winter series, plus an over all evaluation. Copies of the forms used to solicit the evaluative comments are enclosed in the appendix. In addition to the evaluation form, the APPENDIX includes the format for the Fall, Winter and Spring programs, and an interim report of a rat population study begun under the fall series and developed by two students at Doane College.

FALL ENVIRONMENTAL SYMPOSIUM

Dr. Robert Rienow, Professor of Political Science at the Graduate School of Public Affairs, State University of New York at Albany, keynoted the entire environmental series with his speech entitled "Moment in the Sun", a discussion about the deteriorating quality of American life. Below, Dr. Rienow is pictured in a discussion with students earlier in the afternoon.

Mr. Bennett S. Martin, Chairman of the Nebraska Economic Development Commission, is pictured along with Dr. Robert Rienow, as Dr. Philip Heckman, President of Doane College, makes a point.

WINTER ENVIRONMENTAL SYMPOSIUM

Mr. Herbert Doan, Chairman of the Board, Dow Chemical Company, is pictured delivering his luncheon address entitled "Everything is Process."

The audience, as pictured below, listens attentively to the remarks of Mr. Doan.

Mr. Herbert Doan is pictured here in a conversation with Nebraska's former Governor, Norbert Tiemann. Another participant listens in on the discussion.

WINTER ENVIRONMENTAL SYMPOSIUM

Dr. LaMont Cole, Professor of Ecology, Cornell University, keynoted the second environmental series with his lecture on "Our Faltering World Environment."

Dr. Cole also participated in an afternoon seminar entitled "Agricultural Pollution: Problems and Solutions."

Dr. Anthony J. Catana, Professor of Biology and Dean of the College, is pictured here with Larry Holcomb, Chairman of the Environmental Quality Council of Omaha, in their afternoon seminar entitled "Industrial Pollution: Problems and Solutions."

Scott Helt, a student at Doane College, and one of the authors of a rat study in the city of Crete (the study is discussed in the appendix section of this report) is seen here leading a discussion related to his study in an afternoon seminar entitled "Community Improvement and Development."

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NUMBER 15

Former Interior Secretary Speaks Views on Environment

The theme of environmental reform must be "go slow" because there is nothing more to be gained by growth itself.

That was the essence of former Secretary of the Interior Stewart Udall's address Tuesday at Doane College which opened the spring symposium-workshop series around the college's centennial theme "Man and His Environment."

People who are concerned about environment are becoming skeptical about "so-called progress," he said, and cited defeat of the SST as a "prime example" of growing concern.

"People are demanding a closer examination of new programs with regard to their effect on environment," he said, and questions of "Do we really need this?" and "Are we doing this the right way?" and "Should this be done at all?" are evidence of the "battles against growth" at every level.

Limits and Restraint

Udall said "We now recognize that we must practice limits of growth and human restraint. We have nothing more to be gained by growth itself as we know it, so the theme of environmental reform must be 'Go Slow.'"

STEWART UDALL, former United States Secretary of the Interior, is shown here Tuesday morning while speaking to the Spring Environmental Symposium Workshop on the Doane campus.

The former three-term congressman said that since the Renaissance the "whole idea behind our civilization" has been one of growth—bigger and better and faster everything.

He said people developed a "Chamber of Commerce attitude" toward growth—any growth was better than none. People developed the habit of measuring growth in materialistic terms and progress was measured quantitatively, not qualitatively, he said.

Udall claimed the "old assumptions" about growth and what it means are being reassessed and "although the transition is already underway, it will be a slow one."

He said the outlook toward life is changing, perhaps most dramatically in the young. Udall said today's radical young leaders are "really fighting to be conservative—conservative with our resources and our world."

Real Radicals

Perhaps, he said, the "real radicals" are the people who are "blind to the problems we face" and who go ahead as if our resources were unlimited.

Udall also contended that the national attitude has been one of "the big house on the hill." He said the American people have been demanding more and more, seeking "what we need from others when we don't have it ourselves."

He claimed this is turning the attitude of other countries from "envy to hatred, as the gap between the rich and poor countries continues to grow. It will continue to be a polarizing force in world affairs unless we change our attitudes," he said.

Udall also appealed for reshaped national priorities and he cited the space program as an example of a "misguided priority." He said the billions spent annually could be put to better use domestically and questioned the actual "payoff" from space probes.

Only Earth Supports Life

He said that the greatest benefit so far has been to bring home the fact that "the earth is the only place in our solar system that can support life. We will have nowhere to run if we cannot stay here."

Udall said the question now is that although attitudes toward environment are changing, will they change fast enough?

He said the new attitude is already apparent in domestic politics. Candidates who used to promise more jobs, more money, more production are starting "to realize that people no longer want these things at the expense of our environment."

He asserted that in the next 20 to 30 years the "great adventure" on the American scene will be a turning inward by people to develop a "wholistic attitude" toward living.

Following his morning address, Udall participated in an afternoon symposium which also featured Carl Clopeck of the Kansas City office of the Environmental Protection Agency and State Senators Maurice Kramer, Richard Maresh and T.C. Reeves.

Followup Workshops

Additional followup workshops will be held on April 26 and May 10 in Doane's Communications Center.

The entire Centennial Symposium series is being funded through a grant from the Nebraska Economic Development Commission, with assistance from the college.

Past speakers have included Dr. Robert Reinow of New York University, Dr. LaMont Cole of Cornell University, Herbert Doan of Dow Chemical Co., and representatives of state and local government.

The series is primarily designed for 100 communities in southeast Nebraska, but all sessions are open to the general public.

From: COMMUNITY NEWS AND VIEWS
Volume 4, No. 3, p. 3
March 1972
Published through the
Department of Economic
Development, Nebraska

Environmental Control Program Will Feature Stewart Udall

The Spring Series of Doane College Centennial Environmental Program will feature Mr. Stewart Udall, former secretary of the Interior as the speaker. Mr. Udall will deliver his address, "Dynamics of the Environmental Revolution" at 10:00 a.m. April 11 at Rapp Memorial Communications Center, Doane College, Crete, Nebraska.

Following Mr. Udall's address an afternoon seminar will be held. Two evening workshops will be held on April 26 and May 10. The role of government in environmental control will be the focal point of the seminar and workshops.

The Spring Series is the final series of the Doane program that was designed to provide participants with the knowledge and skills needed to combat pollution.

The Spring Series will feature State and local government officials.

Lincoln Evening Journal, April 11, 1972

Former Interior Secretary at Doane

'Man Must Learn Restraint, Live More Simply'

By DEAN TERRILL
Southeast Nebraska Bureau

Crete — Former U.S. Secretary of the Interior Stewart Udall said here Tuesday that man's solving of the environmental crisis will involve more than slowing down population.

"We're going to have to learn restraint, to live more simply, to do more with less," he told Doane College students, "Recycling is what we should be spending money on rather than on a space shuttle or SST."

Now an environmental planning consultant operating his own Washington, D. C. firm, Udall keynoted the third in a series of campus symposium workshops. "Man and His Environment" has been the theme.

Stewart Udall

The former Arizonan said many of his own attitudes like those of much of the populace, have done "a complete turnaround" in the past 10 years. For example he said, the "Chamber of Commerce concept that almost any growth is good" no longer is valid.

"The very things that people applauded 10 years ago—super highways and super jetports—are what people are fighting today," he noted. "There are questions being asked about all the old assumptions."

Even as a man "formerly in the dam-building business," Udall said he would now "seriously question" anyone who wants to build a dam. This illustrates, he explained, how "the expectations and values of life are changing."

The environmentalists' victory over the SST project was, he said, a turning point in public opinion. Ever closer looks are now being taken at pollution, the "automobile sanitation" panel, declining resources and priorities on the space program.

"The one thing space exploration did do was change our conception of ourselves and our future," he stated. "We've learned we're stuck with Earth . . . we've got to realize that there are limits."

With world population doubling every 30 years, Udall said he is optimistic "only because I see so many changes taking place."

He continued, "People are raising hell for us to the quality of life and hold on to what we've got. The great adventure of the new generation is to turn back inward as a society to protect life."

An afternoon workshop was scheduled on state-federal efforts at environmental protection. Among participants were T. C. Reeves, chairman of the Environmental Control Council; Sens. Maurice Kramer and Richard Maresh, and Carl Clopeck.

PART II

INTRODUCTION TO FALL ENVIRONMENTAL SERIES

On Tuesday, September 28, 1971, Dr. Robert Rienow, Professor of Political Science at the Graduate College Public Affairs, State University of New York at Albany, was Doane College's first speaker in its Centennial Environmental Education Series entitled "Man and His Environment." Unfortunately, Dr. Rienow did not have a manuscript available; the following comments are taken from the September 29, 1971 Press Release issued by the Director of Public Affairs, Doane College.

> Crete--Unless this country reassesses its notion of progress, the alternative could spell the end of man on planet earth.
>
> In words that often sounded ominous, Dr. Robert Rienow . . . assailed the current notion of progress that is "equated only with growth." Growth in those terms, he said, "is merely the acceleration toward the ultimate end."
>
> America, Dr. Rienow said, is being swamped by "The Golden Age of Glut," is fast "consuming its heritage," and the only product we do have enough of is "courage, good will and decency."
>
> In treatment of the environment, he said, "our arrogance has outstripped our intelligence," and man has somehow convinced himself the world revolves around him.
>
> He called for the repudiation of the growth doctrine that measures progress "only in jobs and profits" and offered guidelines if America is to undertake anything resembling a crusade to preserve the planet for future generations.
>
> He asked for:
>
> --A continued "massive public education program" to bring home to individuals the extent of the environmental crisis.
>
> --Enactment of a "national corporate code" on the congressional level which would give corporations legal defense "for expenditures for environment" restoring projects.
>
> --An environmental protection agency in the federal government "with teeth and jurisdiction" and a commitment that goes beyond speeches.
>
> We must institutionalize our new commitment to end the environmental crisis, he said.
>
> Aside from debasement of the environment by air and water pollution, by "vested interests" which are stripping forests, scarring the earth with strip mining, rapidly destroying life in the oceans, he called for control of population growth.
>
> "Even if we embrace Zero Population Growth today, we would face an increase in population for the next 60-70 years," he said, and pointed to "the diaper hoisted high" as a confused symbol of "progress."
>
> He pointed to what he felt was growing interest in minus population growth by young people particularly, in which families would bear only one child and adopt another to relieve the pressure of population on world wide resources.
>
> He called for a "crusade to discourage the intensity of growth" and

concluded that "earth has a chance--if we severly squeeze the waste out of our personal life."

The title of Dr. Rienow's speech was "A Moment in the Sun" and was based on his book entitled Moment in the Sun. Further reading in that book is recommended for understanding his premises and arguments.

Four individuals were asked to serve as panel commentators on Dr. Rienow's speech. They were as follows: Dr. A. J. Catana, Jr., Vice President for Academic Affairs, Dean of the College and Professor of Biology, Doane College; Dr. Bert Evans, Assistant Professor of Agricultural Economics, University of Nebraska-East Campus, Lincoln; Dr. Allen Booth, Associate Professor of Sociology, University of Nebraska, Lincoln; and Mr. Clark Adams, Assistant Professor of Biology, Concordia Teachers College, Seward, Nebraska. With the exception of Dr. Evans' comments, the panel's remarks have been duplicated below.

Dr. A. J. Catana: Dr. Rienow has given us an important dramatic documentation of the deterioration of the crowded environment. In general, I feel that the existence of the large problem has been generally accepted, even though, as Dr. Rienow has stated, there is an immaturity in the environmental issue. The immaturity of the issue lies in the general public's identification of local issues which contribute to the major problems and individual acceptance of remedial measures necessary to halt the destruction of our environment.

The controversy on the issue of the environmental problem, if any, may be centered around the urgency of the issue. How rapid is the deterioration? The problem of identification is acute locally. In Nebraska the deterioration is at a much lower rate and much more difficult to observe. In Dr. Rienow's address the dramatic issues were clearly identified--those which can be readily observed. In a Nebraska community, the beginnings of an ecological problem which must be stopped, are sometimes very difficult to identify. This is where the importance of environmental education is intensified, that is, in the identification of the early stages so that we do not progress into the later stages of deterioration now observed in more populated areas. If there is no outcry or outrage, there is also no education and no full understanding of the environmental problem.

Dr. Rienow stated that progress is equated with growth and with this I agree. Public educational programs are necessary to develop the proper motivation of man in order to save our environment. A new commitment is required. I think Dr. Rene Dubos, in his essay Civilizing Technology, gave that new commitment when he said: "Modern industrial societies can survive only if they make quality of life rather than quantity of production the criterion of success." This is a concept which large audiences readily accept. Any particular individual however, may have difficulty in accepting the premise of quality rather than quantity of production being the criterion of success. It is on the individual basis where the major challenge in environmental education now lies.

Dr. Allen Booth: I share Dr. Rienow's deep concern. We are overcrowded right here in Nebraska. That may surprise you but I am discussing the condition in which there are too many people per room per dwelling unit. Very recent research shows that when you have more than one person per room per dwelling unit, you have a condition that is deleterious to the quality of family relations and to the health of family members. In Lincoln, we have more than 2,000 such homes. We have more than 15,000 such homes in rural Nebraska which includes the Vision-17 counties.

Despite the many environmental problems that face us, I am optimistic about their solution. Since President Kennedy said, "Ask what you can do for your country" we have seen a major change in our national values. Instead of a general lassez faire attitude toward our major institutions and an emphasis of maximizing profit, there has developed a strong concern for the little man.

Many are questioning the major institutions of our communities; efforts which have been spearheaded by the likes of Ralph Nader. We are to see even more effective probes in the near future.

In a three-year period most Americans shifted from the belief that the Vietnam war benefits National Security to the idea that Vietnam is a mistake from which we should withdraw.

The civil disorder we have seen in our cities and universities in the last decade is a sign of hope. If conditions were hopeless, if there were no promises of reprieve, then the civil disorder of the sixties would not have occurred.

Three years ago ecology was unknown except to a few biologists and sociologists; now it is ubiquitous. Ecological problems are personal problems--each of us can see our own personal health and welfare being affected by them. Therefore, the ecology movement in accompanied by action--action on an unprecedented scale. Your presence here tonight is symbolic of that action.

Mr. Clark Adams: Since the dawn of the "great awakening"--when we became aware of the fact that we could quite possibly be imposing irreversible damage on our environment via our present life style--we have attempted only token efforts at correcting the environmental problems that face us. Such efforts as picking up garbage along road ways, cleaning up dump sites, grading products as 1, 2, or 3 are to be recognized and lauded but they only attack the symptoms of the problem. A program which combats pollution must attack the central causes of the problem. The central cause is a "train of thought" so imbedded in the psyche of the American public that most of us are entirely unaware that it even exists. It can be recognized by the following characteristics.

It is first personified by a complete lack of concern for the welfare of our neighbor. Many in our country decry man's inhumanity to man as exemplified by the Vietnam crisis. Yet these same individuals do not recognize man's inhumanity to man as it is illustrated by the environmental decay taking place at home. One brief example to illustrate the point. It is of little concern to the home owner that much of the fertilizer he puts on his lawn will run off and leach out thus adding to the already tremendous amounts of nitrate and phosphate in our streams, as long as his grass is green for a few weeks. The long term effect of such actions

are realized when we consider that the entire water cycle of this earth is a closed system. This means that no fresh water ever comes pouring in from outer space. Continuing the argument it is foreseeable that eventually nature's filtering system is going to become clogged.

Secondly, this train of thought consists of a total acceptance of the "profit concept" or "the end justifies the means." Any businessman realizes that a larger profit is realized by cutting down the overhead. Many times the overhead costs include such items as anti-polluting devices. The following example serves to illustrate the point. Recently, as we can all probably recall, GMC and Ford Motor had a great deal of legislation directed against them to install more effective safety devices and pollution control devices on all new cars. These companies literally squealed like slaughtered livestock because this would add to the overhead costs of car production. Yet these same car companies turned out later advertisements lauding the fact that they were environmentally concerned.

This leads to the third characteristic of the central "train of thought" in the American public. This is a complete lack of trust on the part of each of us towards one another. This characteristic looms as one of the biggest hinderances to any pollution control measure. For example, farmer A and B may go back to organic farming but they would always wonder whether the other was including a little extra inorganic fertilizer thus obtaining a yield advantage over the other.

Some of you may characterize what I have said as idealistic and therefore not being of much value in a society which prides itself on raw realism. The recent government publication, Environmental Education, Education That Cannot Wait, stresses the importance of an educational program which reorientates the American train of thought in respect to his place in nature. We must think of ourselves as an integral effecting part of nature rather than an adjunct harvester of nature. It is further emphasized that it is impossible to make wise decisions about the environment without an understanding of economics, history, political science, sociology, psychology and the humanities as well as the hard sciences. A multi-disciplinary approach to a multi-disciplinary problem. It is my understanding that this is one of the primary objectives of an Environmental Symposium in which we are now involved. All of us, by the very nature of our presence in this audience have demonstrated the beginnings of an effective solution to the environmental crisis which now faces us--this is concern. Let us build on this first step by:

1. Helping others to become concerned.
2. Becoming actively involved in the ensuing workshops of this symposium and others like it. Concern is not enough. If the ecological crisis of this era is to be met, the greatest need is participations--OURS!
3. Counseling ourselves and then our neighbors on our contributions to the present environmental crisis.
4. Becoming active in our communities by utilizing the skills which will hopefully be realized in the workshops.
5. By constantly reminding ourselves that the environmental crisis we are now facing can only be resolved by each of us first destroying the central train of thought which breeds lack of trust, and an excessive concern for profit. Rather we should revive the opposing points of view: concern, trust, and a priority on benefits far grander than profit, which can breed nothing but good in the long run.

WORKSHOP #1

The goals for the first workshop were (1) to train the participants to identify environmental problems and potentials within their communities, and (2) to begin formulating "strategies" for dealing with these identified areas. Thus, when the participants had completed their work not only in the first workshop but also the second workshop, they should have met the following behavioral objectives:

1. Participants would be able to identify their community's environmental problems and potentials.
2. Participants would be able to assess these identified areas and be able to place them into a priority listing of community importance.
3. Participants would be able to identify standards and/or criteria used to establish community priorities.
4. Participants would have begun to outline desired strategies for their community in dealing with their environmental problems and potentials, and considered the kinds of alternatives which may be necessary to reach an established or desired goal.

The following questions are provided as a catharsis for discussion and analysis. It was felt that as the participants dealt with these questions, they would begin to understand the complexities of the environmental problems and potentials as they relate strictly to their setting. It was also expected that outside work would be required for a thorough and adequate analysis.

1. WHAT ARE YOUR COMMUNITY'S ENVIRONMENTAL PROBLEMS? WHAT CONDITIONS OR EVENTS CAUSES THE DEFINEL PROBLEMS? WHY DO SUCH PROBLEMS PERSIST?

2. WHY AND HOW DID YOU IDENTIFY THESE PROBLEM AREAS?

3. PLACE THESE IDENTIFIED ENVIRONMENTAL PROBLEMS IN ORDER OF THEIR IMPORTANCE WITHIN YOUR COMMUNITY (PRIORITY LISTING).

4. WHY DID YOU LIST THESE ENVIRONMENTAL PROBLEMS IN THIS PARTICULAR ORDER? WHAT CRITERIA DID YOU USE? IS THIS AN ADEQUATE CRITERIA FOR YOUR COMMUNITY?

5. WHAT IS BEING DONE WITHIN YOUR COMMUNITY TO DEAL WITH THE ENVIRONMENTAL PROBLEMS AREAS IDENTIFIED? HOW EFFECTIVE HAVE THE EFFORTS BEEN? ARE THERE OTHER ENVIRONMENTAL PROBLEM AREAS WHICH YOU DID NOT PREVIOUSLY IDENTIFY? PLEASE LIST THESE AS WELL.

6. HOW DO YOUR COMMUNITY'S ENVIRONMENTAL PROBLEMS RELATE TO THE 17 SOUTHEAST COUNTY REGION OF NEBRASKA?

7. WHAT TYPES OF ENVIRONMENTAL OBJECTIVES DO YOU FEEL ARE NECESSARY AND APPROPRIATE FOR YOU COMMUNITY?

8. WHAT TYPES OF SKILLS ARE NECESSARY TO REALIZE THESE OBJECTIVES?

9. WHAT TYPES OF ACTION PROGRAMS MIGHT BE APPROPRIATE FOR YOUR COMMUNITY IN LIGHT OF THE ABOVE ENVIRONMENTAL OBJECTIVES (see #7)?

10. WHAT ARE SOME OF THE BARRIERS YOU MIGHT ENCOUNTER WITHIN YOUR COMMUNITY TOWARDS THE ACCOMPLISHMENT OF THESE ENVIRONMENTAL ACTION PROGRAMS?

11. WHAT TYPES OF ALTERNATIVES MIGHT YOU INITIATE TO DEAL WITH OR CIRCUMVENT THESE BARRIERS?

12. DEVELOP A STRATEGY TO DEAL WITH THE IDENTIFIED ENVIRONMENTAL PROBLEMS OF YOUR COMMUNITY. WHO WITHIN YOUR COMMUNITY OR THE SURROUNDING REGION HAS THE MOST POTENTIAL TO REALIZE YOUR ENVIRONMENTAL OBJECTIVES?

13. WHAT ENVIRONMENTAL POTENTIALS DOES YOUR COMMUNITY HAVE? (for example, recreational, etc.)

14. WHAT IS BEING DONE WITHIN YOUR COMMUNITY TO DEVELOP AND/OR REALIZE THESE ENVIRONMENTAL POTENTIALS IDENTIFIED ABOVE?

15. WHAT COULD BE DONE TO REALIZE THESE POTENTIALS WITHIN YOUR COMMUNITY? (Outline "strategies")

16. WHO WITHIN YOUR COMMUNITY COULD ASSIST WITH THE REALIZATION OF THESE ENVIRONMENTAL POTENTIALS?

17. WHAT TYPE OF RESEARCH IS NECESSARY WITHIN YOUR COMMUNITY REGARDING THE ENVIRONMENTAL QUALITY OF LIFE?

18. WHAT TYPE OF ENVIRONMENTAL LEGISLATION IS AVAILABLE WHICH COULD HAVE AN AFFECT UPON THE QUALITY OF YOUR COMMUNITY'S ENVIRONMENT?

19. WHAT IS THE NEBRASKA ENVIRONMENT PROTECTION ACT?

WORKSHOP #2

The purpose of this second workshop was to refine the materials the participants had begun to develop during the first workshop and which they had been working on during the intervening time.

In their small work groups, they had the opportunity to share with colleagues their analysis and suggested solution-strategies. New insights on how to deal with a particular problem area or potential were some of the potentially profitable results of these interactions.

This workshop, similar to the first workshop, was divided into two segments. During the first segment the participants worked in small groups with their assigned leader. During the second segment of the workshop, they had the opportunity of meeting with some of those content-specialists who have an affect upon the quality of their community's environment; they had to meet and identify how they affect their community and how they could be of assistance, particularly to an educator.

Behavioral Objectives: Participants would become knowledgable of the content-specialists within their region, who have an affect upon the quality of their community's environment.

The following is a list of some of those organizations and their representatives concerned with environmental quality of life, of which some were present:

ARMY CORP OF ENGINEERS
Col. Billy P. Pendergrass
District Engineer
215 North 17th
Omaha, NE 68102

CITIZENS FOR ENVIRONMENTAL IMPROVEMENT
Mrs. Diane Beecher, Chrmn.
1548 "S" Street
Lincoln, NE 68508

DEPT OF ENVIRONMENTAL CONTROL
Mr. James Higgins, Director
Box 94653, State House Station
Lincoln, NE 68509

Mr. Gayle Lewis
Solid Waste Coordinator
Environmental Health Service
411 South 13th Street
Lincoln, NE 68509

KEEP NEBRASKA BEAUTIFUL
Mrs. Les Anderson, Charmn.
333 South 20th Street
Omaha, NE 68106

LEAGUE OF WOMEN VOTERS
Mrs. Jean Agee, Pres.
Lincoln Chapter
7539 Starr
Lincoln, NE 68508

NEBRASKA GAME & PARKS COMMISSION
Mr. Willard Barbee, Director
Box 30370
2200 North 33rd Street
Lincoln, NE 68503

NEBRASKA PUBLIC POWER DISTRICT
Mr. Arch Gustafson, Supervisor
Community Development
1452 - 25th Avenue
Columbus, NE 68601

NORTHERN NATURAL GAS COMPANY
Mr. Pat Smythe, Director
Community Development
1865 South 131st Avenue
Omaha, NE 68144

QUALITY ENVIRONMENT COUNCIL
Dr. Larry C. Holcomb, Charmn.
Box 7025
Omaha, NE 68107

SALT VALLEY WATERSHED DISTRICT
Mr. Hal Schroeder, Exec. Dir.
Federal Security Building
13th and "M" Streets
Lincoln, NE 68508

SOIL & WATER CONSERVATION COMMISSION
Mr. Dayle Williamson, Exec. Dir.
Box 94725, State Capitol
Lincoln, NE 68509

SOUTHEAST NEBRASKA HEALTH PLANNING COUNCIL
Mr. Bill Joern, Acting Director
107 Lincoln Center Building
215 South 15th Street
Lincoln, NE 68508

STATE DEPARTMENT OF ECONOMIC DEVELOPMENT
Mr. Stan Matzke, Director
Box 94666, State Capitol
Lincoln, NE 68509

STATE DEPT OF ECON DEVELOPMENT
Mrs. Marie Arnot, Director
Div of Community Affairs
Box 94666, State Capitol
Lincoln, NE 68509

UNITED STATES ENVIRONMENTAL PROTECTION AGENCY
Mr. Carl Clopeck, Assistant
Congressional and Intergovernmental Relations, Region VII
1735 Baltimore, Room 249
Kansas City, Missouri 64108

UNIVERSITY OF NEBRASKA
BUREAU OF BUSINESS RESEARCH
Mr. E. S. Wallace, Director
University of Nebraska
Lincoln, NE 68508

Dr. Edward Hauswald
Associate Director
Address - above

UNIVERSITY OF NEBRASKA
COOPERATIVE EXTENSION SERVICE
Dr. Paul Gessaman
Extension Economist
Rural Resource Development
Univ of Nebr - East Campus
Lincoln, NE 68503

Dr. John D. Orr
Associate State Leader
4-H and YMW
Address - above

UNIVERSITY OF NEBRASKA
EXTENSION DIVISION
Dr. Otto Hoiberg, Head
Community Development
University of Nebraska
Lincoln, NE 68508

VISION-17, INC.
Mr. George Frye
Executive Director
5555 "O" Street
Lincoln, NE 68510

VISION-17, INC.
REGIONAL COORDINATOR
Mr. James Childe-SCTE
740 Seward Street
Seward, NE 68434
(Butler, Seward and Saline Counties)

VISION-17, INC.
COOPERATING COORDINATORS
Mr. George Drake
Southeast Nebraska Community Action Council
Humboldt, NE 68376

Mr. Frank MacKnight
Blue Valley Community Action
First National Bank Building
Room 24
Box 273
Fairbury, NE 68352

WORKSHOP #3

The third and last workshop in the Fall series dealt with CURRICULUM ACQUISITION AND ASSESSMENT. The general meeting and individualized seminars were under the professional guidance of the following curriculum specialists:

Mr. Royal Van Horn, Education Division, Doane College

Mr. Robert Fisher, Curriculum Consultant, Educational Service Unit #6, Milford

Mr. Fred Curtis, Science and Environmental Studies, Curriculum Consultant, State Department of Education, Nebraska

Dr. Donald McCurdy, Secondary Education, Teachers College, University of Nebraska, Lincoln

Mr. Clark Adams, Assistant Professor of Biology, Concordia Teachers College, Seward

Mr. Paul Adalian, Public Service Librarian, Doane College

Special materials were prepared; however, they are not reproduced in this report due to their volume. Contents included the following information:

1. "Environmental Investigations," Mr. Clark Adams.

2. "Environmental Education Programs of the National Park Serivce," Mr. Paul F. McCrary, Environmental Specialist, National Park Service, Midwest Region, 1709 Jackson Street, Omaha, NE 68102

3. "Adult Environmental Education," Mr. Larry Bare, State Department of Economic Development.

4. "Free and Inexpensive Materials on Environmental Awareness," Mr. Paul Adalian.

5. "Multi-Disciplinary Approach to Environmental Education," Mr. Fred Curtis, Science Consultant, Nebraska State Department of Education.

6. "New Ideas to Develop Environmental Awareness: The Environmental Studies Project," Dr. Bruce Hoomquist and Mr. Jack Head, Omaha Suburban Area Council of Schools, (OSAC).

7. "A Mobile Field Investigation Program," Mr. Larry Hardt, OSAC.

8. "An Environmental Problems Mini-Course for Upper Elementary Students," Mr. Joe Pinkall, OSAC.

9. "Outdoor Education Programs," Mr. Don McCurdy, Department of Secondary Education, The University of Nebraska, Lincoln.

10. "An Environmental Study Area for This Region," Mr. Royal Van Horn.

11. "An Extension Course: Identifying and Evaluating Curriculum Materials for a Total Environmental Education Program," Dr. Don McCurdy.

12. "Rat Populations and Community Action," Mr. Scott Helt, Doane College, Crete, NE 68333

13. "Political Lobbying: How to Work with Government Officials and Citizens Groups," Mrs. Jean Agee, President, Lincoln Chapter, League of Women Voters, and Mrs. Margaret Sutherland, State Representative, The Governor's Council on Environmental Quality, Lincoln, NE 68501

The behavioral objectives of this workshop session were seen as follows: (1) participants would gain a workable knowledge, as individually designed to level of teaching, of available resources, references, textbooks, and curriculum guides related to the environmental sciences (science, social science included); (2) participants would obtain a workable knowledge of organizational resources available for consulting regarding materials for use in the classroom or in other organizational areas (i.e. the church and service groups); and (3) because of these workshops and the materials discussed and distributed, the participant would feel qualified to return to his own community to act as an educational resource regarding the environmental problems and potentials of his community, and the types and location of materials for use by educators.

ENVIRONMENTAL EDUCATION. Before any community can act intelligently to protect its environment, it needs to know its problems. Relevant to education, here are some question to ask and ponder. Does the public school system use its resources for environmental education? Are there outdoor classrooms and are they being utilized? Are teachers required to have training in environmental education? Are inner-city children being neglected in outdoor recreation-education programs? Are there adult or extension courses being offered to help create an informed body of citizens?

In the Environmental Handbook, Garrett DeBell made some interesting comments about the relationship of education and ecology.

> Education, particularly higher education, is critically important to solving our ecological crisis. . . . The whole direction and purpose and thrust of our culture is toward greater production, greater exploitation. In many, if not most of our universities, there is little criticism of the basic assumptions and value judgments that underline our current priorities. . . . Very little research is aimed at developing alternatives to our present disastrous pattern of existence with excessive production--waste; conspicuous consumption; manipulative advertising, growth for its own sake; poverty in the midst of plenty, and destruction of the air, water and soil and organism that are the basis of the life support system. One reason why we don't get the right answers is that we aren't asking the right questions.
>
> Probably most important is that we are not providing the kind of education that will allow the electorate to evaluate the choices that are, or will be, available to them. (pp. 129-130). (Underlines added for emphasis).

Garrett DeBell continues in his article to challenge educators to evaluate their course content, faculty grants and research fellowships, curriculum and research trends in the institution, and if necessary, establish an experimental college to open fresh discussions. However, he does ask one basic question which we all might reflect upon: How relevant is our field of study to serving our environment?

An assignment was given each educator prior to the third workshop, that being to outline the following: objectives for any ways you feel you could affect the educative processes of your community, and the means by which you feel you could function to meet those objectives.

With these comments as a partial setting, and with the materials which were presented pertaining to curriculum, the following information was also provided.

BIBLIOGRAPHICAL RESOURCES.

American Forestry Association. "A Conservation Program for American Forestry," 1966. (Contains goals for protection of the soil, forest fires, wildlife habitats, research, and many more.).

Axthelm, Deon D., et. al. The Big Blue River Basin Report Summary. University of Nebraska Agricultural Extension Service. (This report summarizes the major points of the more detailed Big Blue Basin report with special emphasis on flood control, irrigation, municipal and industrial water supply water quality, land treatment, recreation, major reservoir proposals and small watershed projects, with statements as to situation, need, and recommendations.).

"Bibliography of Environmental Education Materials," Prepared by the Washington Ecology Center, 2000 "P" Street, Room 308, Washington, D. C. 20036. (This list is geared for teachers and includes books, magazines, games, films and suggested activities.).

"Clean Water," Prepared by the Izaak Walton League of America, Illinois. (This free pamphlet discusses law, quality of water, and actions which can be taken by citizens with a list of resources.).

"Community Action for Environmental Quality," Prepared by the Citizens Advisory Committee on Environmental Quality, Distributed by the Superintendent of Documents, U. S. Government Printing Office. (A community action brochure with resource listings.). $.60.

"Curriculum Overview for Developing Environmentally Literate Citizens," through the ERIC system; a statement of input and output environmental concepts for the natural sciences, social sciences, and humanities. (ED 032 982).

DeBell. Garrett (ed.). The Environmental Handbook. New York: Ballantine Books, 1970. (This is an excellent general source, which includes articles of analysis, comments on eco-tactics, and resource and bibliographical listings.).

"Ecology and Environment Book List," Prepared by the Rotary Club of Hanover, Pa., Box 18, Hanover, Pa. 17331. (A list of over 240 books with Library of Congress decimal reference numbers, including classics, some technical works, and a range of treatment from scientific to philosophic. Cost: $1.00.).

"Environmental Health," a part of the Health Education Curriculum Guide prepared by the Department of Health Education, Lankenau Hospital, Philadelphia, Pa. 19151 (curriculum outline and resources--also available from the Environmental Protection Agency.).

Game and Parks Commission. Outdoor Recreation for Nebraska. 1969. (Deals with goals and objectives for current and future demands for outdoor recreation in Nebraska.).

Hauswald, Edward. The Distressed Area: Some Symptoms, Causes and Solutions. Bureau of Business Research, University of Nebraska, Lincoln, Nebraska, July 1969. (Occasional Paper). (This paper deals with the problems of economically distressed areas, and discusses processes for community research and action.)

"Human Ecology and Health--Level I--A Study of Man's Interactions with the Environment and his Adaptations to its Threats," U. S. Department of Health, Education and Welfare, Public Health Services, Washington, D. C. (Contains outlines for 23 lessons, objectives, references, and suggested transparencies; Level I is suggested for junior and senior high with Level II suggested for advanced senior high students and the lay public.)

Landau, Norman J. and Paul D. Rheingold. The Environmental Law Handbook. New York: Ballantine Books, 1971. (This publication discusses the fabrics of lawsuits, the laws currently on the books, pending suits against industry and government, and methods of proof for environmental suits.)

Nebraska Soil and Water Conservation Commission. Report on the Framework Study. May 1971, Publication Number 101. (This is the backbone study for a state water plan.)

Rienow, Robert and Leona Train Rienow. Man Against His Environment. New York: Ballantine Books, 1970. (The text of Dr. Rienow's 26 week television series on "Man Against His Environment." Programs are not as of Fall 1971 available for general distribution.)

_____. Moment in the Sun. New York: Ballantine Books, 1967. (This is Dr. Rienow's report on the deteriorating quality of the environment based on his travels across this nation, and years of extensive research; easy and disturbing reading.)

U. S. Department of Agriculture, Soil Conservation Service. An Outline for Teaching Conservation in Elementary Schools (PA 268); Creative Learning Experiences in Conservation; Outdoor Classrooms for Environmental Studies; Teaching Soil and Water Conservation: A Classroom and Field Guide (PA-341); Water Intake by Soil: Experiments for High School Students (Misc. Pub. No. 925). These are curriculum guides and ideas for classroom activities, including resource materials.

University of Missouri--Columbia Extension Division. "Our Environment," (a brief survey of some aspects of our environment, with list of readings and resources, including films and key state and federal agencies.)

ORGANIZATIONAL RESOURCES.

American Association for the Advancement of Science, 1515 Massachusetts Avenue, N.W., Washington, D. C. 20005.

American Association of University Women, 2410 Virginia Avenue N.W., Washington, D. C. 20006.

American Chemical Society, 1155 - 16th Street, N.W., Washington, D. C. 20036.

American Forestry Association, 919 - 17th St N.W., Washington, D. C. 20006.

American Geological Institute, 2201 "M" St., N.W., Washington, D. C. 20037.

American Industrial Arts Association, 1201 - 16th St., Washington, D.C. 20036.

American Institute of Biological Sciences, 3900 Wisconsin Avenue, N. W., Washington, D. C. 20016

American Society for Engineering Education, 1 Dupont Circle N.W., Washington, D. C. 20036.

American Institute of Architects, 1735 Massachusetts Avenue, N. W., Washington, D. C. 20036.

Association of Classroom Teachers, NEA, 1201 - 16th St., N.W., Washington, D. C. 20036

Biological Science Curriculum Study, University of Colorado, P. O. Box 930, Boulder, Colorado 80302.

Committee on Environmental Information, 138 N. Skinker Blvd., St. Louis, Missouri 63130.

Conservation Education Association, c/o Dr. W. F. Clark, Eastern Montana College, Billings, Montana 59101.

The Conservation Foundation, 1717 Massachusetts Avenue, N.W., Washington, D. C. 20036.

Council on Education in the Geological Sciences, 2201 "M" Street, N. W., Washington, D. C. 20036.

Earth Science Education Program, P. O. Box 1559, Boulder, Colorado 80302.

Educational Relations Section, Soil Conservation Service, U. S. Department of Agriculture, Washington, D. C. 20250.

Educational Services Department, National Audubon Society, 1130 Fifth Avenue, New York, N. Y. 10028.

Environment (Magazine), P. O. Box 755, Bridgeton, Missouri 63044.

Environmental Action, 666 - 11th St., N.W., Washington, D. C. 20001.

Environmental Defense Fund, 162 Old Town Road, East Setauket, N. Y. 11733.

Environmental Protection Agency, Attention: Publication Office, Washington, D. C. 20460.

Environmental Resources, Inc., Room 300, 2000 "P" St., N. W., Washington, D. C. 20036

ERIC Information Analysis Center for Science and Mathematics Education (Centers also available for social sciences and humanities), 1460 West Lane Avenue, Columbus, Ohio 43221.

Extension 4-H -- Youth Programs, University of Nebraska - East Campus, Lincoln, NE 68503.

League of Women Voters, 1200 - 17th St., N.W., Washington, D. C. 20036. 1614 "N" Street, Lincoln, NE 68508.

National Association of Biology Teachers, 1420 "N" St., N.W., Washington, D. C. 20005.

National Association of Conservation Districts, 1025 Vermont Avenue, N.W., Washington, D. C. 20005, (Ask for "The Environmental Action Guide").

National Council for the Social Studies, 1201 - 16th St., N. W., Washington, D. C. 20036.

National Education Association, 1201 - 16th St., N.W., Washington, D.D. 20036.

National Parks and Conservation Association, 1701 - 18th Street, N. W., Washington, D. C. 20009.

National Park Service, "C" Between 18th and 19th Streets, N. W., Washington, D. C.20006.

National Science Foundation, 1800 "G" St., N. W., Washington, D. C. 20006.

National Science Teachers Association, 1201 - 16th St., N.W., Washington, D. C. 20036.

National Wildlife Federation, 1412 - 16th St., N.W., Washington, D. C. 20036.

Population Reference Bureau, 1755 Massachusetts Avenue, N.W., Washington, D. C. 20036.

Publications Unit, National Air Pollution Control Administration, 5600 Fishers Lane, Rockville, Maryland 20852.

Quality Environment Council, P. O. Box 7025, Omaha, NE 68107

Regional Research Program, U. S. Office of Education/DHEW, 601 East 12th St., Kansas City, Missouri 64106. (This is Region VII office of the Office of Education, which includes Nebraska.)

Sierra Club, 1050 Mills Tower, San Francisco, California 94104.

Total Education in the Total Environment, 15 West Washington Street, Box 423, Norwalk, Conn. 06856

U. S. Office of Education, NEW, Environmental Task Force, Room 3600, ROB-3, 7th and "D" Streets, S. W., Washington, D. C. 20202.

Wilderness Society, 729 - 15th St., N.W., Washington, D. C. 20005.

Wildlife Management Institute, 709 Wire Building, Washington, D. C. 20005.

Zero Population Growth, 330 - 2nd St., Los Altos, California 94022.

In a U. S. Department of Health, Education and Welfare, Office of Education publication entitled "Cooperative Support for Educational Research and Related Activities" (June 1971), there is a listing of GENERAL RESEARCH AND DEVELOPMENT CENTERS (Appendix C) which lists centers dealing with curriculum development, program levels of education, development in techniques and personalized education, and alternatives for education in the future. These centers would be worth contacting in developing your own educational materials. Consult your local library for the publication.

These only are a partial listing of the many organizations which are available to serve as resources in developing educational programs.

PART III

ASSESSMENT OF COMMUNITY PROBLEMS AND SOLUTIONS

INTRODUCTION

Some of the major objectives of this environmental program were to establish some listing of community problems, their priority, and the potential strategies for dealing with them. The Fall series yielded the most significant results through the inquiry and problem-solving processes; the results of the participant's analyses are tabulated and reproduced within this portion of the report. From the 138 in attendance last Fall, only 25 responded by actually submitting their findings. The questions to which they had to respond are reproduced in their entirety on pages 14 and 15 of this report. It had been hoped that from these analyses, some generalizations could be made about the 17 Southeastern Counties. However, because of the low response, such cannot be done.

The individuals who did respond came from the following communities (the number in the parenthesis indicates the number of respondees per community): Crete (5); David City (2); Friend (2); Lincoln (5); Mead (1); Milligan (1); Omaha area (2); Peru (2); Seward (1); Small Town Nebraska--city not identified (2); and Utica (1).

Based on incomplete information obtained from a community profile questionnaire, some of the other communities represented during the Fall series included the following: Bellwood; DeWitt; Fairbury; Martell; Milford; Plattsmouth; Tri-County Area; Wymore; and York. With the exception of 2 counties, at least one community from each of the other 15 southeast counties were represented at one time or another during one or more of the environmental programs. Consistency and distributed representation, particularly as conceived in the original objectives, were not realized.

During the last two environmental programs seminars were structured with the expectation that problem-solving techniques would be employed by the cooperating leaders. In some cases, this was not so; discussions were held, but frequently straying from specific objectives. In other cases the community response to a program, when dealing with a specific problem area, for example Sanitary Landfill and Municipal Programming, was thoroughly disappointing and disillusioning. The former had five (5) in attendance who apparently thought the issue significant enough to warrant their time and attendance. The latter also had five (5) in attendance; however, some issues were delineated in relation to the following questions:

WHAT ARE SOME OF THE PROBLEMS FACING YOUR LOCAL GOVERNMENT?

Systematic record keeping
Better training for local officials
Communication problems between city board and the public
Outmigration of young people
Lack of medical and dental services

WOULD YOU LIKE TO SEE GREATER COOPERATION IN ANY OF THESE AREAS?
Law Enforcement
Solid Waste Disposal

Unfortunately, one is unable to make any comprehensive generalization from such poorly attended programs.

It is felt, though, that the analyses completed on the eleven identified communities provide at least a foundation or beginning point for more elaborate and comprehensively designed analyses. It might be worthy to mention that one issue was categorically identified in many of the communities as being its major problem, that being the degree of community indifference, apathy, lack of interest or concern or whatever wording one may desire to to use. No adequate method for resolving such was really put forth, though numerous ideas were expressed.

It must also be remembered that these profiles were written back in November 1971; society has been on the move since then, and within the Southeast Nebraska region many projects have been undertaken--an environmental health survey initiated by the Southeast Nebraska Health Planning Council (Lincoln Journal, July 26, 1972), the closing of dumps by 27 communities (in Nebraska) in order to use Sanitary Landfills (Lincoln Journal, July 24, 1972), the establishment of a citizens group concerned over water management (CSTE, Seward), the consideration of air pollution-quality standards in various counties, and the on-going and enlarging Nebraska Community Improvement Program--to name a few.

The analyses, as seen from the point of view of those educational leaders in attendance, are outlined in the following pages.

COMMUNITY PROFILES

COMMUNITY: CRETE (5 respondees)

1. WHAT ARE YOUR COMMUNITY'S ENVIRONMENTAL PROBLEMS?
   What conditions or events cause the defined problems?
   Why do such problems persist?

Area I. D.	Symptoms	Causes
a. Erosion	Loss of top soil Silting of creeks	Not enough contour plowing Lack of concern
b. Lowering water table	A visible lowering of ground water tables (indicated by a need to drill deeper for water).	Poorly regulated irrigation of crops using wells, inadequate means for recharging ground water through the use of reserved rain water.
c. Need to change attitudes toward ecology and environmental problems	Ignorance and lack of concern	Human nature, complacency Uniformed

Area I. D.	Symptoms	Causes
d. Flooding of Blue River	Evident: after every bad winter (heavier than normal rainfall) the Blue floods.	An inadequate number of dams along the river, over-bank flow caused by channel blockage caused the silt and debris as a result of erosion, channel blockage caused by dead trees and dense brush, insufficient watershed areas, a lack of vegetated waterways and drainage spill-offs.
e. Rats in city	Numerous sightings	Availability of food, Inadequate controls
f. Chemical pollution	The appearance of higher than usual nitrate levels in numicipal water supplies, rural wells, and the Blue River.	A lack of settling ponds on farms, and the use of fertilizers high in Nitrates by farmers in increased amount and frequency, seepage of fertilizers into ground water courses.
g. Tree replacement	Loss of shade trees.	Loss of trees to Dutch Elm blight. Failure to replace on large scale.
h. Main street store-front improvement	Deterioration of Downtown store areas.	Many owners do not occupy building.
i. Air pollution	Venting of kitchens onto main street.	
j. A lack of Understanding of Interrelationships between individuals in the community and the environment.	Evidenced in the fact that well recognized or easily recognized environmental problems are either ignored or are offered lip-service by citizens and elected and appointed officials.	Lack of education in good ecological practices, the existence of vested interests and economic interests that might be compromised if proper ecological crisis exists, the feeling that soil, water and other resources are inexhaustable, the desire to make the land produce as much crop growth as possible.
k. Recycling of cans and paper.	As yet there has been no attempt on the part of the city government to institute recycling facilities, although such facilities exist in nearby Lincoln.	Reliance in the sanitary landfill to serve all dumping needs. It is also caused by ignorance of the benefits of recycling.

Area I. D.	Symptoms	Causes
1. Dumping in the river	Numerous solid articles found in the river and along high-water levels of the banks, an accumulation of trash behind outcroppings and in backwaters caused by dead trees, and in dam backwaters.	Apathy of individuals living along the river who tolerate these practices, the laziness of others who find it more convenient to dump in the river rather than haul away trash to a dump, a lack of inspection of river front property for trash.

2. WHAT IS BEING DONE WITHIN YOUR COMMUNITY TO DEAL WITH THE ENVIRONMENTAL PROBLEM AREAS IDENTIFIED? HOW EFFECTIVE HAVE THE EFFORTS BEEN? ARE THERE OTHER ENVIRONMENTAL PROBLEM AREAS WHICH YOU DID NOT PREVIOUSLY IDENTIFY?

To effect attitude changes there is the Doane Environment workshop, and a nationwide propaganda campaign on environmental concerns.

The state has a rat control program that works only on a community complaint basis. The city Health Board meets only when problems arise. Some tree replanting has occurred through civic organizations but not on a long term, coordinated basis.

Doane College's science students are attacking some problems (recycling, rats, clean-up) in the spirit of the ecological interest that has sprung up on the campuses of this country. The local high school has also been engaged in some projects. Most of the problems attacked, however, are aesthetic or nothing has been done by the older members of the community or the city government to further an understanding of environmental problems, or to solve said problems.

An ordinance does exist prohibiting dumping in the river, but is enforced only on a complaint basis.

3. WHAT TYPES OF ENVIRONMENTAL OBJECTIVES DO YOU FEEL ARE NECESSARY AND APPROPRIATE FOR YOUR COMMUNITY?

Area Identified	Objectives
a. Attitude change and the development of understanding.	The community should be made aware of the importance of posessing an ecological point of view. The community should be made aware of its own environmental problems, and its obligation to work towards their solutions.
b. Chemical-Pesticide Pollution.	Question city on types of pesticides and fertilizer used by them, and if applicable enforce ordinances that exist. Alternatives should be offered for high pollutant fertilizers and pesticides.
c. Tree Replacement.	The city should be ready to replace trees removed for Dutch Elm Disease, sharing the cost with the property owners.
d. Recycling.	The city should discuss the possibility of instituting recycling programs in Crete.

e. Rats	Do rat survey. See RAT STUDY REPORT IN APPENDIX of this report.
f. Dumping in the River.	River front owners should be fined in the event that their frontage is littered. Routine inspection of river front areas should be initiated.

4. WHAT TYPES OF SKILLS ARE NECESSARY TO REALIZE THESE OBJECTIVES?

No particular skills would be necessary, apart from the ability to organize one's forces, and translate the city's potential into action. In those areas where particular skills would be necessary existing experts could be brought in (county agent, Soil and Water Conservation, Department of Environmental Health, Game and Wildlife, USDA, etc.).

To initiate programs requires only concern, desire, tact, and ability to present objectives to government organs and to stimulate interest of the community.

5. SOME OF THE PROGRAMS MIGHT INCLUDE:

a. Getting Crete to join the Community Improvement Program for the State of Nebraska--Crete was once an active member of the on-going CIP.
b. Have a civic organization sponsor, on a continual basis, a recycling program.
c. Have other civic and fraternal organizations sponsor monthly clean-up days, which would add to the aesthetic qualities of the city.
d. Develop an environmental education program for the public sponsored through Doane College and the High School in co-sponsorship with the City Government.
e. Prevail upon the County Agent to emphasize the need for better soil and water conservation within Crete and the surrounding Saline County areas.
f. Develop a comprehensive rodent control program.
g. Other programs would incorporate the Doane College campus in community-wide programs. One student clearly felt that the students should be encouraged to become more acquainted with the citizens of Crete, and to demonstrate their concerns through community environmental service projects. Another person encouraged the development of an environmental studies major at Doane--a major adopted Spring 1972 by action of the faculty.
h. Another individual responded by saying that greater utilization of social groups within the community should be used not only for educational programs but also action oriented projects.

6. WHAT ARE SOME OF THE BARRIERS YOU MIGHT ENCOUNTER WITHIN YOUR COMMUNITY TOWARDS THE ACCOMPLISHMENT OF THESE ENVIRONMENTAL ACTION PROGRAMS?

a. An unwillingness to admit that problems exist.
b. An unwillingness to modify existing attitudes and beliefs.
c. Vested interests (a farmer who might find it economically unsound to terrace river front fields, or restrict the amount of irrigation water pumped during a drought).

d. An unwillingness to devote time to a cause who's merits are poorly understood.
e. Unwillingness to pass ordinances further restricting living habits (the feeling that restriction by authority is un-American).
f. Apathy.
g. Another great barrier is the unwillingness of officials to support anything new or innovative that is required of them by higher authority.

7. DEVELOP A STRATEGY TO DEAL WITH THE IDENTIFIED ENVIRONMENTAL PROBLEMS OF YOUR COMMUNITY. WHO WITHIN YOUR COMMUNITY OR THE SURROUNDING REGION HAS THE MOST POTENTIAL TO REALIZE YOUR ENVIRONMENTAL OBJECTIVES?

a. Create a public awareness through town meetings and the use of city, civic, social, and fraternal organizations.
b. Involve young people such as FFA, 4-H and Scout Groups.
c. Pressure the Chamber of Commerce and City as a whole to join the Nebraska Community Improvement Program.
d. Initiate joint College-High School Projects. In this way a greater number of individuals, including parents of involved children, will become aware that something is happening. One major environmental program should be undertaken, and meet the following:
   1. A project for its solution should involve as many people as possible, but should, in the event of poor participation be able to be concluded successfully by a concerned few.
   2. The problem chosen should be a dramatic one, and need not be that problem that is most serious.
   3. The project should be one where a minimum of time elapses between input and determinable results of a favorable nature.
   4. A reasonable, or even better, a guaranteed degree of success of the project should be a plausible conclusion.
e. Before members of the college community attempt to persuade citizens of the community of the need for city improvements, the college should make every attempt to be an environmental model.

8. WHAT ENVIRONMENT <u>POTENTIALS</u> DOES YOUR COMMUNITY HAVE?

a. The Blue River.
b. Two Under-developed Parks.
c. Surrounding recreational areas.
d. The fact that Crete is a moderate size community located on an east-west highway route, with a potential to grow.

9. GENERAL COMMENTS: (Made by the Participants)

We are all to blame for crucial misuse and destruction of resources. Our inability--until very recently--to pereive these dangers and our reluctance even now to grapple with hard solutions raises serious questions about our values and about our decision-making processes.

Until people are made to realize that environmental problems do exist and are or can be irreversibly hazardous, until there is a change

of attitude towards the environment, until people learn the difference between beneficial use and abuse of natural resources, nothing will be done to improve the environment. When this change of attitude is effected, then politicians will no longer be able to pay lip serivce to ecology. They will have to work towards the betterment of our environment.

Change needs to come in basic values. If we are completely realistic about the prospects of survival--survival with a life of quality--for us, our children, and our grandchildren, we must realize that changes will be hard to make

COMMUNITY: DAVID CITY (2 respondees)

1. IDENTIFICATION OF COMMUNITY PROBLEMS (no intended priority):

   a. Control of and cooperation with Water and Air Purification.
   b. Education on Population Problems.
   c. Better control of unwanted insects, bugs and rats.
   d. The removal of the remaining 2500 diseased Elm trees.
   e. A need for recycling of Solid Waste Products.
   f. Reducing Irritating Seasonal Problems such as burning of leaves, elevator dust, Alfalfa-Processing dust, and grain-drying noise pollution.

2. STRATEGIES FOR DEALING WITH PROBLEMS:

   a. Initiate research programs, resulting in a method to rid fields of pests without harming wildlife.
   b. Set up legal controls for pollution of air and water
   c. Establish county wide committee programs to deal with medical, recreational and educational potentials in Butler county.
   d. Seek greater influence from City Government and Community Educaticnal Institutions in initiating projects and programs aimed at community and environmental improvements.

COMMUNITY: FRIEND (2 Respondees)

1. WHAT ARE YOUR COMMUNITY'S ENVIRONMENTAL PROBLEMS? WHAT CONDITIONS OR EVENTS CAUSES THE DEFINED PROBLEMS? WHY DO SUCH PROBLEMS PERSIST?

Area I. D.	Symptoms	Causes
Feedlots	Odors and drainage into streams. Drains through middle of town.	Lack of planning insofar as construction and lack of enforcement of appropriate regulations.
Dead Trees	Diseased and barren trees.	
Trash Burning	Late evening burning by city residents.	No governing city regulation.
Unused Stock Yard	Tall weeds--never cleaned out.	Lack of finances a question.
Junk Collection	Rats and mice.	Lack of enforcement of laws.

Blight	Deterioration of building.	Lack of Community pride and finances.
Spraying	Killing of animals not intended to be killed.	Improper usage--not according to directions--too high pressure--should be droplets not high pressure spray which causes mist.
Machinery Lots	Aesthetic blight alongside highway.	Poor planning.

2. PLACE THESE IDENTIFIED ENVIRONMENTAL PROBLEMS IN ORDER OF THEIR IMPORTANCE WITHIN YOUR COMMUNITY (PRIORITY LISTING). Basically agreed upon by the two respondees as follows:

a. Trash Burning and Spraying.
b. Junk Collections.
c. Feedlots and Stockyards.
d. Blight and Machinery lots.
e. Dead Trees.

3. WHAT IS BEING DONE WITHIN YOUR COMMUNITY TO DEAL WITH THE ENVIRONMENTAL PROBLEM AREAS IDENTIFIED? HOW EFFECTIVE HAVE THE EFFORTS BEEN? ARE THERE OTHER ENVIRONMENTAL PROBLEM AREAS WHICH YOU DID NOT PREVIOUSLY IDENTIFY? PLEASE LIST THESE AS WELL.

The Community Improvement Committee has been sending out letters to guilty persons; the results are fairly good. The effects of spraying have been reported to the Agricultural Department. School programs have been mostly ineffective.

4. WHAT TYPES OF ENVIRONMENTAL OBJECTIVES DO YOU FEEL ARE NECESSARY AND APPROPRIATE FOR YOUR COMMUNITY?

Area Identified	Objectives
a. Improved Housing	Better homes, higher standard of living.
b. Chemical Pollution	Better enforcement of Laws resulting in a reduction of pollution.

5. WHAT TYPES OF ACTION PROGRAMS MIGHT BE APPROPRIATE FOR YOUR COMMUNITY IN LIGHT OF THE ABOVE ENVIRONMENTAL OBJECTIVES?

a. House to House Campaigns.
b. More Active Planning by the Local Planning Commission.
c. Improved Advertisement of continuing education programs.
d. More Involvement of Civic Leaders and Community People.
e. Newspaper article campaign.

6. WHAT ARE SOME OF THE BARRIERS YOU MIGHT ENCOUNTER WITHIN YOUR COMMUNITY TOWARDS THE ACCOMPLISHMENT OF THESE ENVIRONMENTAL ACTION PROGRAMS?

a. Lack of Interest.
b. Fear of Criticism.
c. Selfish Motives--Worrying about business rather than enforcing the Law.
d. Failure to understand the problems of ecology.
e. Too Many Senior Citizens--not enough desire to be involved or care.

7. DEVELOP A STRATEGY TO DEAL WITH THE IDENTIFIED ENVIRONMENTAL PROBLEMS OF YOUR COMMUNITY. WHO WITHIN YOUR COMMUNITY OR THE SURROUNDING REGION HAS THE MOST POTENTIAL TO REALIZE YOUR ENVIRONMENTAL OBJECTIVES?

The major strategy suggested was the greater involvement of doctors (in the area of sanitation), teachers and ministers (projects and information distribution), and various other groups such as the Legion, Scouts, Church groups, and the Chamber of Commerce.

8. WHAT ENVIRONMENTAL POTENTIALS DOES YOUR COMMUNITY HAVE?

Area Identified	Description of Potential
a. Recreational	Swimming Pool. Outdoor Ice Skating Rink. Develop a Lake for Fishing and Recreational uses. City Park and Picnic Area. Country Club Golf Course.
b. Industrial	12 Acres for Industrial Development.
c. Recycling Depot	Could be developed near Railroad and Trucking concerns.
d. Housing	Non-Profit Development.
e. Education	North Central Accredited School--Doane College nearby.
f. Medical	Hospital Facilities--Doctors (2 in town).
g. Editors note: Could not tell whether these all exist, can be developed, or are a combination of such.	

9. WHAT IS BEING DONE WITHIN YOUR COMMUNITY TO DEVELOP AND/OR REALIZE THESE ENVIRONMENTAL POTENTIALS IDENTIFIED ABOVE?

One respondee indicated "nothing" was being done. The other respondee indicated that road improvements, the search for a third doctor, and a search for new industry were projects currently underway.

COMMUNITY: LINCOLN (5 Respondees)

1. WHAT ARE YOUR COMMUNITY'S ENVIRONMENTAL PROBLEMS? WHAT CONDITIONS OR EVENTS CAUSE THE DEFINED PROBLEMS? WHY DO SUCH PROBLEMS PERSIST?

Area I. D.	Symptoms	Causes
a. Sewage treatment	Coliform bacteria present in stream below sewage treatment plant.	Inadequate or improperly operated sewage treatment plant--may also be due to taxpayers being unwilling to pay the cost of improvement.

b. Solid wastes	Accumulation of solids--old car bodies.	Solid waste which has no profitable further use.
c. Air pollution	Presence of pollutants in air.	Automobiles, industry, power generation.
d. Persistent pesticides	Residues widely distributed.	Use of pesticides.
e. Fertilizer fun-off	High nutrient content in run-off.	Use of fertilizer.
f. Noise	Noise, hearing damage.	Lack of adequate mass transit. Loud music, automobiles, trucks, motorcycles, industrial machinery, ineffective regulation by Police.
g. Visual	"O" Street poorly planned--too many neon signs.	No Regulations or Control.
h. Sanitation	Rats at 23rd and Y.	

2. PLACE THESE IDENTIFIED ENVIRONMENTAL PROBLEMS IN ORDER OF THEIR IMPORTANCE WITHIN YOUR COMMUNITY (PRIORITY LISTING). There was some variance as to the preferred importance of some of these issues.

a. Water Pollution, Solid Waste, Rat Control, and Sewage.
b. Air Pollution.
c. Noise Pollution.
d. Chemical Pollution, Traffic Conjestion and Visual Pollution.

3. WHAT IS BEING DONE WITHIN YOUR COMMUNITY TO DEAL WITH THE ENVIRONMENTAL PROBLEM AREAS IDENTIFIED? HOW EFFECTIVE HAVE THE EFFORTS BEEN? ARE THERE OTHER ENVIRONMENTAL PROBLEM AREAS WHICH YOU DID NOT PREVIOUSLY IDENTIFY? PLEASE LIST THESE AS WELL.

In the area of sewage, the city's plant is being enlarged Some feel the rural areas are large enough that we do not need to worry yet. Farmers tend to resist ecology concerns due to desires to increase production to meet economic needs.

Citizens for Environmental Improvement are operating a recycling center and are attempting to influence legislation.

Zero Population Growth is an organization whose goal is to maintain a constant population. An increased population is at least indirectly responsible in all the environmental problem areas identified. It is also true that there is a finite limit to the number of people that can be maintained on the earth.

Editors note: Individuals did not feel that much was being done beyond that mentioned above.

4. WHAT TYPES OF ENVIRONMENTAL OBJECTIVES DO YOU FEEL ARE NECESSARY AND APPROPRIATE FOR YOUR COMMUNITY?

Area Identified	Objectives
a. Sewage Treatment	Secondary sewage treatment adequate to handle the sewage of the city (tertiary sewage treatment should probably be considered).

b. Solid waste	Maximum Recycling. Landfills for Recreational Parks.
c. Air Pollution	Legislation to keep emission of undesirable affluents at a minimal level.
d. Downtown Lincoln	Create a more Attractive Shopping Area in downtown Lincoln.
e. Chemical Residues	Laws to regulate use.
f. Education	1. A good, unified K-12 approach to environmental education in the schools. 2. Adult education--voter education.
g. Research in Action	A group of citizens who will research actions taken by the state and local government or private citizens as to their affects on the environment and proceed with a program to put right situations that are not environmentally sound.
h. Priority System	Lincoln must adopt an attitude that the environmental aspects of any action should be considered first above any other characteristic.
i. Zoning	To Preserve Park Areas.

5. WHAT TYPES OF SKILLS ARE NECESSARY TO REALIZE THESE OBJECTIVES?

Objectives	Skills Required
a. Sewage Treatment and air pollution control.	Trained personnel, some additional facilities, informed legislators, and an informed public.
b. Maximum recycling.	An informed public and easy access to recycling operations.
c. Education.	School board must adopt a policy and have public support.
d. Research in Action	Group of people with expertise in law, all aspects of the environment, public relations, the power structure of the community, and these people must have the time to devote to their task.
e. Priority Systems	A group of citizens who can arouse the people of Lincoln to demand the adoption of such a priority system.
f. Other suggestions Included:	Common Sense. Awareness for the care and good of people. Better city Planning, Finding other Cities with similar problems and studying their solutions. Plan parks and open areas before zoning. Closer working relationship with Federal and State Personnel.

6. WHAT TYPES OF ACTION PROGRAMS MIGHT BE APPROPRIATE FOR YOUR COMMUNITY IN LIGHT OF THE ABOVE ENVIRONMENTAL OBJECTIVES?

a. Pictures of environmental problems.
b. Letters to, or personal contact with, legislators and city councilmen.
c. Letters to the editor of the local newspaper.
d. Education of all age groups, but particularly of voters and potential voters--could include preparation of TV and movie presentations, as well as making speakers available for school and community groups.

e. Publish monitoring results for air pollution--names of offenders in water and solid waste.
f. Greater use of college and high school classes in the study of environmental problems in Lincoln.

7. WHAT ARE SOME OF THE BARRIERS YOU MIGHT ENCOUNTER WITHIN YOUR COMMUNITY TOWARDS THE ACCOMPLISHMENT OF THESE ENVIRONMENTAL ACTION PROGRAMS?

a. Cost of improvement programs (including taxes).
b. General indifference of the public.
c. Lack of Understanding of problems.
d. Lack of Cooperation (i. e. housing developers and industry).

8. DEVELOP A STRATEGY TO DEAL WITH THE IDENTIFIED ENVIRONMENTAL PROBLEMS OF YOUR COMMUNITY. WHO WITHIN YOUR COMMUNITY OR THE SURROUNDING REGION HAS THE MOST POTENTIAL TO REALIZE YOUR ENVIRONMENTAL OBJECTIVES?

a. Priorities need to be assessed so that the more significant problems may be attacked. There are many things about us which might be nice some other way, but which may not pose any particular threat to the environment.
b. Those people who will ultimately be most influential in improving the environment are the elected officials--the city council, county commissioners and the State legislature.
c. Have the League of Women Voters identify cooperative and environmentally concerned individuals running for political office.
d. Add monitoring results to the usual weather reporting aspect of Local news stations.
e. Develop a group of interested citizens who are willing to work toward stated environmental objectives.
f. Greater utilization and expectation of high schools and colleges to conduct studies and publish results.

9. WHAT ENVIRONMENTAL POTENTIALS DOES YOUR COMMUNITY HAVE? WHAT IS BEING DONE WITHIN YOUR COMMUNITY TO DEVELOP AND/OR REALIZE THESE ENVIRONMENTAL POTENTIALS IDENTIFIED ABOVE? The general response to the questions above was weak, relying on previous comments. However, the following suggestions were made:

Community college	Advertise course during prime time on T. V.
Land fills	Purchase while land costs are low.
Solid Waste	Create an industry to recycle manure for lawn fertilizer.
Salt Valley Lakes	Renovate for use as recreational locations.

COMMUNITY: MEAD (1 Respondee)

1. WHAT ARE YOUR COMMUNITY'S ENVIRONMENTAL PROBLEMS? WHAT CONDITIONS OR EVENTS CAUSE THE DEFINED PROBLEMS? WHY DO THEY PERSIST? (Listed in order of importance.)

Area	Symptoms	Causes
a. Land Use	Abandoned buildings and farmsteads.	Absentee owners. Lack of Business.
	Vacant lots with weeds and junk.	Lack of pride and concern.
	Abandoned autos.	No disposal for autos.
	Unattractive yards.	
	Land not on tax rolls.	Abandonment of Mead
	Marshy areas.	Ordnance Plant.
b. Solid Waste	Littered areas.	Drainage problems.
	Unattractive dumps.	No landfill facilities. No recycling facilities.
c. Air	Feedlot odors.	Location of undesirable
	Dust from Alfalfa mills. Packing and rendering plant odors.	Industries near town. No regulation of emissions from plants. Lack of technology. Weedy areas
	High pollen count.	
	Dust.	Unpaved streets.
d. Water	Inedible fish in streams. Industrial waste in streams.	Careless waste disposal in streams. Feedlot run-off. Soil erosion (mud and fertilizing ingredients).
	Excess algae growth in streams and lakes, high nitrate content in some wells. High mineral content in city water. Garbage and junk in streams. Muddy streams. Flooding problems.	Lack of water control structures.
e. Population	Overcrowded elementary school.	Reluctance to reorganize school.
	Many large homes occupied by one or two people. Trailer courts. Unemployment.	Lack of high-paying employment opportunities. Lack of reasonable housing for young people.
f. Noise	Auto, truck, motorcycle noise.	Lack of effective means of control.
g. Toxics	Some well pollution. Some crop damage. Anhydrous ammonia fumes.	Improper use of chemical feedlot run-off.
h. Population		Lack of recreational facilities for youth and older people. Lack of ambulance service in county.

2. WHAT IS BEING DONE WITHIN YOUR COMMUNITY TO DEAL WITH THE ENVIRONMENTAL PROBLEM AREAS IDENTIFIED?

A County Zoning Board is now functioning under the direction of the Board of Supervisors, but is not 100% effective and may be over-ruled by the County Board. Mead has recently formed a planning commission which has not yet met and become operative. The FFA is beginning a community betterment project which will hope to get other youth and small groups involved.

Editors note: No other information or suggestions were offered.

COMMUNITY: MILLIGAN (1 Respondee)

1. WHAT ARE YOUR COMMUNITY'S ENVIRONMENTAL PROBLEMS? (Listed in order of importance). These are the most noticeable to the individual usually by sight or by smell. Also listed are various objectives which might meet the needs.

a. Littering (of streets and highways and country roadsides).
   Objectives: Discontinue use of cans, or recycle.
b. Sewage Disposal (human waste).
   Objectives: Require all people to hook up to city sewer.
c. Water Pollution (unclean streams and ponds often with old cars and junk buried in them).
   Objectives: Conservation practice and dumping regulations.
d. Dust (two mills, an alfalfa mill and Coop mill, have a polluting effect on the air).
   Objectives: Install filtering devices.
e. Feedlots (Animal waste is not being properly disposed).
   Objectives: Clean up or install sewer treatment.
f. Ammonia (refilling of tanks often means overfilling or spillage).
   Objectives: Move tanks out of town.
g. Dirt Roads (only a problem during heavy rain).
   Objectives: Paved roads--proper maintenance.

2. WHAT IS BEING DONE WITHIN YOUR COMMUNITY TO DEAL WITH THE ENVIRONMENTAL PROBLEMS IDENTIFIED?

We have a City Marshall to enforce various laws and to see that things function as they should. He is responsible to the City Council. He also picks up refuse containers on the main street and sees that cans don't lay on the street. The managers of our mills have taken steps to reduce the dust output by installing filters to catch the dust. The city has a sewage disposal system and the majority of the people have been hooked up to the system. As for the feedlots, they have been moved to the country, thus removing the problem from the city.

3. WHAT ADDITIONAL TYPES OF ACTION PROGRAMS COULD BE SUGGESTED?

a. Cleanup campaigns designed to involve the whole community and in turn help clean the city.

b. Certain discussions, publications, or workshops could be developed to help make the people aware of the problems and what they could do to stop the problems.
c. Petitions could be circulated.

4. WHAT ARE SOME OF THE BARRIERS YOU MIGHT ENCOUNTER WITHIN YOUR COMMUNITY TOWARDS THE ACCOMPLISHMENT OF THESE ENVIRONMENTAL ACTION PROGRAMS?

a. Plain refusal of people to listen, cooperate, or take part.
b. Lack of money.
c. Lack of leadership.
d. Lack of overall knowledge by the people.

5. WHAT ENVIRONMENTAL POTENTIALS DOES YOUR COMMUNITY HAVE?

a. Garbage disposal service.
b. Tree dump to dispose of old trees.
c. Possibility of a new swimming pool.
d. Public park and ball field for public use.
e. Various leaders.
f. Access to school for education and meeting places.

COMMUNITY: OMAHA (2 Respondees)

1. WHAT ARE YOUR COMMUNITY'S ENVIRONMENTAL PROBLEMS? WHAT CONDITIONS OR EVENTS CAUSES THE DEFINED PROBLEMS? WHY DO SUCH PROBLEMS PERSIST?

Area I. D.	Symptoms	Causes
a. Junk Yards	Rats.	Trash not taken to city Landfill.
b. Air Pollution: Carbon monoxide Smoke	Haziness	Outdated City Buses; non-repaired motor vehicles. No pollution controls on industrial smoke stacks.
c. Water Pollution	Fouled streams and creeks. Feedlot run-off.	Commercial Fertilizer run-off from over watering.
d. City Planning	Editors note: No explanations provided.	
e. Overpacking	Overfilling landfill.	
f. Pesticides		Failure to use Biodegradable Products.

2. WHAT IS BEING DONE WITHIN YOUR COMMUNITY TO DEAL WITH THE ENVIRONMENTAL PROBLEM AREAS IDENTIFIED? HOW EFFECTIVE HAVE THE EFFORTS BEEN? ARE THERE OTHER ENVIRONMENTAL PROBLEM AREAS WHICH YOU DID NOT PREVIOUSLY IDENTIFY? PLEASE LIST THESE AS WELL.

We have an Environmental Health Center--Environmental Quality Council--Many other small environmental organizations--Environment inspectors make calls on abusers--told how to cope with problem--Much cooperation--Many junkyards are being cleaned up--Rat extermination procedures where needed.

3. WHAT TYPES OF ENVIRONMENTAL OBJECTIVES DO YOU FEEL ARE NECESSARY AND APPROPRIATE FOR YOUR COMMUNITY?

Area Identified	Objectives
a. Air Pollution	Improve our control technology and apply it in more adequate measure. Enforce open burning ordinances now on the books. Require anti-pollution devices on smoke stacks and chimneys.
b. Carbon-monoxides	More controls on vehicular emitting devices--Control of cars downtown. Possible initiation of Rapid Transit.
c. Sprays	Local, state and national legislation prohibiting use of toxic sprays--More regulations and authoritative jurisdiction--Research for effective substitutes.
d. Feedlot Runoff	More Federal funds for research--for effect and control.
e. Housing	Examine Housing Code and Zoning Requests.

4. WHAT TYPES OF ACTION PROGRAMS MIGHT BE APPROPRIATE FOR YOUR COMMUNITY IN LIGHT OF THE ABOVE ENVIRONMENTAL OBJECTIVES?

a. Informed personnel--to speak at local meetings etc.--public awareness.
b. Students at University level, taking environmental education, take surveys of strengths and weaknesses in named areas.
c. Have group leader specialists--appoint speciffically trained personnell on committees to formulate correction plans--devise methods of funding.
d. Auto dealers formulate proper regulations for proper function of all motor vehicles--City to see the Federal regulations are conformed to.

5. DEVELOP A STRATEGY TO DEAL WITH THE IDENTIFIED ENVIRONMENTAL PROBLEMS OF YOUR COMMUNITY. WHO WITHIN YOUR COMMUNITY OR THE SURROUNDING REGION HAS THE MOST POTENTIAL TO REALIZE YOUR ENVIRONMENTAL OBJECTIVES?

a. Encourage public action (meet with city council) or local environmentalists to make demands for control and solutions.
b. Write to Public Minded local newspaper.
c. More environmental studies in school curriculums.
d. More Adult education--films--talks--pollution problems aired in daily columns in paper.

COMMUNITY: PERU (2 Respondees)

1. WHAT CONDITIONS OR EVENTS CAUSES THE DEFINED PROBLEMS? WHY DO SUCH PROBLEMS PERSIST?

Area I. D.	Symptoms	Causes
a. Missouri River and creeks	Floating trash, oil scum, smell, coloration solid wastes, etc.	Runoffs-floods, dumping packing plants, boats, decaying organic matter, erosion, chemicals, etc. sewers, packing houses, general carelessness--also feed lots.

b. Air Pollution	Smoke from autos, smoke from factories, residential trash burners (very noticeable when snow on ground. Sewage treatment plants.	Autos, trucks, diesels, Allied Chemical, Portland Cement Co., residents in area, etc. Jet Airplanes.
c. Land Pollution	Papers and cans along sidewalks and streets.	Improper disposal of trash.
	Decaying fish around public recreational areas.	Over use of chemicals both city and rural.
	Erosion of soil, etc.	Lack of terracing.
	Chemical.	Waterways, etc.

2. WHAT IS BEING DONE WITHIN YOUR COMMUNITY TO DEAL WITH THE ENVIRONMENTAL PROBLEM AREAS IDENTIFIED? How effective have the efforts been? Are there other environmental problems areas which you did not previously identify? Please list these as well.

   a. Not very much. Water-shed programs have been established. Some water-shed ponds have been made. We have a modern sewage treatment plant.
   b. Also established a land fill dumping grounds rather than open dumping which promotes productivity of rats.
   c. Some youth groups do a few minor things.

3. WHAT TYPES OF ENVIRONMENTAL OBJECTIVES DO YOU FEEL ARE NECESSARY AND APPROPRIATE FOR YOUR COMMUNITY?

Area Identified	Objectives
a. Platte and Missouri Rivers	Stop open dumping into rivers. Prevent factories dumping wastes into rivers.
b. Littering	Enforce laws--locate more trash cans decorated for eye catching appeal.
c. Air Pollution	Have factories correct smoke released. Stricter rules as to what factories and autos can release into the air.
d. Beautify the community	Planting trees. Improving main street, etc. Maybe patrons will try and propagate the image.

4. WHAT TYPES OF SKILLS ARE NECESSARY TO REALIZE THESE OBJECTIVES?

   a. Police to patrol areas.
   b. Stimulate the City Council.
   c. Organize the businessmen and other interested patrons.
   d. Perform more investigations as to how much material and kind of material can be safely released into environment.

5. WHAT TYPES OF ACTION PROGRAMS MIGHT BE APPROPRIATE FOR YOUR COMMUNITY IN LIGHT OF THE ABOVE ENVIRONMENTAL OBJECTIVES?

   a. Obtain instructional help from outside areas.

b. Educate the people of the community as to pollution and its causes and effects.
c. Show people that they are and can become involved.
d. Have annual cleanup week.
e. Start recycling programs for glass, papers, cans, etc.
f. Organize the civic clubs, for various community drive projects (to pick up cans, papers, etc.).

6. WHAT ARE SOME OF THE BARRIERS YOU MIGHT ENCOUNTER WITHIN YOUR COMMUNITY TOWARDS THE ACCOMPLISHMENT OF THESE ENVIRONMENTAL ACTION PROGRAMS?

a. Lack of interest.
b. Cost and time would be the greatest barriers and they are best overcome through education as to How their pollution will affect them.
c. Passive attitudes--let the other one do it--or why should I do it if John Doe will do it.
d. Legislature forcing action and proceedures for violators (follow through).

7. DEVELOP A STRATEGY TO DEAL WITH THE IDENTIFIED ENVIRONMENTAL PROBLEMS OF YOUR COMMUNITY. WHO WITHIN YOUR COMMUNITY OR THE SURROUNDING REGION HAS THE MOST POTENTIAL TO REALIZE YOUR ENVIRONMENTAL OBJECTIVES?

a. Promotion--organize the events planned for clearing up the problems.
b. Publication--to write up items relative to the problems.
c. Distribution--circulate publications throughout community. Bring to the individuals eyes.
d. Follow-up--speak to civic groups, get more people interested--start petitions for the enactment of laws and the enforcement of these laws. Perhaps show slides of areas around the community contributing to pollution--publish in paper without direct reference to individual--Public will recognize area and might serve as catalist for action--special programs in/on local newspaper and radio.

8. WHAT ENVIRONMENTAL POTENTIALS DOES YOUR COMMUNITY HAVE?

Area Identified	Description of Potential
a. Recreational	Rivers--maybe construct reservoir on Platte, Missouri, or local creek. Construct over area not suitable for farming. Need more recreational facilities for citizens. Majority of Nebraska population located at eastern end of state which has the lowest number of recreational facilities.
b. Industrial Area	Located next to major arteries--highways, rivers, adequate land available.
c. Farm Area	Good productive land.

9. WHAT IS BEING DONE WITHIN YOUR COMMUNITY TO DEVELOP AND/OR REALIZE THESE ENVIRONMENTAL POTENTIALS IDENTIFIED ABOVE?

We have an industrial committee looking for new industries. Many new housing projects are being developed. Two private lake developments. A group of interested patrons built a swimming pool--

City has constructed a very nice park with great ball facilities. Put political pressure in the right areas.

COMMUNITY: SEWARD (1 Respondee)

1. WHAT ARE YOUR COMMUNITY'S ENVIRONMENTAL PROBLEMS?

Area	Symptoms	Causes
a. Solid Waste	No recycling programs for glass, cans or paper.	Lack of concern-population density is not high enough to make waste an eyesore.
	Dead Trees.	Dutch Elm Disease.
b. Water Pollution	Streams heavily silted.	Extensive agriculture.
	Ground water level depletion.	Not enough bank margin. Too many wells.
c. Air	Internal combustion engine emissions.	Overuse of gasoline engine. Lack of adequate public transportation.
	City dump.	Burn excessively.
	Feed lots.	Primitive techniques, lack of area planning.

2. WHAT IS BEING DONE WITHIN YOUR COMMUNITY TO DEAL WITH THE ENVIRONMENT PROBLEM AREAS IDENTIFIED?

a. Water-Nothing--Absolutely nothing on county or area level.
b. Solid--Limited land fill dump program.
c. Air-Restricted burning--No home owner trash burning.

3. WHAT TYPES OF ENVIRONMENTAL OBJECTIVES DO YOU FEEL ARE NECESSARY AND APPROPRIATE FOR YOUR COMMUNITY?

Area	Objectives
a. Water	Regional control of cultivation and water resources development--farmponds, dams, wells. Restricted utilization-pesticides, herbicides and fertilizers.
b. Solid Waste	Development of recycling industry. Bottle factory--Glasphalt. Auto Scrap--Regional development--portable compaction operation.
a. Air	Development of adequate public transportation. Eliminate gasoline engine in farm operation-use electric motor-propane-IC engines.

4. WHAT ARE SOME OF THE BARRIERS YOU MIGHT ENCOUNTER WITHIN YOUR COMMUNITY TOWARD THE ACCOMPLISHMENT OF ENVIRONMENTAL PROGRAMS?

a. Intrenched self interests.
b. Increased tax-burden.
c. Loss of self.
d. Lack of investment in this area.

5. WHO WITHIN YOUR COMMUNITY HAS THE POTENTIAL TO ASSIST IN THE REALIZATION OF YOUR ENVIRONMENTAL OBJECTIVES?

The money people are the source of power and therefore the only group capable of realizing the before mentioned objectives.

6. WHAT ENVIRONMENTAL POTENTIALS DOES YOUR COMMUNITY HAVE? WHAT COULD BE DONE?

a. Recreational	Camping, swimming, City recreation program. Develop Mini Bus system within town and satellite communities (possible use of school bus for public transportation).
b. Clean Industry	Land, good transportation, good middle class ethic population that works cheap--low labor cost. Industry Recruitment of Bottle factories and glasphalt production. Fertilizer--packaging and marketing plant.
c. Environmental Technician	Milford and Concordia Colleges.
d. Schools	Reorganize Regional K-14.

COMMUNITY: SMALL TOWN NEBRASKA (Actual communities not identified; 2 Respondees)

1. WHAT ARE YOUR COMMUNITY'S ENVIRONMENTAL PROBLEMS? WHAT CONDITIONS OR EVENTS CAUSES THE DEFINED PROBLEMS? WHY DO SUCH PROBLEMS PERSIST? (PRIORITY LISTING).

Area I. D.	Symptoms	Causes
a. Housing	Overcrowded residence.	Substandard and inadequate housing.
b. Garbage Disposal	Litter.	Improper disposal.
c. Used cars and other junk	Neighborhood deterioration.	Accumulation.
d. Atmospheric Pollution	Smoke; exhaust, odors.	Burning Refuse, Automobiles Fuels for Heating, Power, etc. waste disposal.
e. Pollution of streams	Sewage and Plant waste.	Improper Disposal of waste products.
f. Air and Surface	Dust	Cultivation and lack of cover crops.
g. Water resources		Fertilizer, pesticides, herbicides.
h. Disturbance of tranquility.	Noise	Transportation vehicles.

2. WHAT IS BEING DONE WITHIN YOUR COMMUNITY TO DEAL WITH THE ENVIRONMENTAL PROBLEM AREAS IDENTIFIED? HOW EFFECTIVE HAVE THE EFFORTS BEEN? ARE THERE OTHER ENVIRONMENTAL PROBLEM AREAS WHICH YOU DID NOT PREVIOUSLY IDENTIFY? PLEASE LIST THESE AS WELL.

City government as well as other governmental agencies are working on their problems with reasonable effectiveness. However a quality

solution is only achievable when the people directly affected by these problems are concerned enough to help eliminate the causes.

3. WHAT TYPES OF ENVIRONMENTAL OBJECTIVES DO YOU FEEL ARE NECESSARY AND APPROPRIATE FOR YOUR COMMUNITY?

Area Identified	Objectives
a. Housing	Quality housing available to all residents.
b. Garbage Disposal	Proper disposal available to all resident.
c. Used cars and other junk	Legislation to prohibit accumulation.
d. Education	Educate the community.
e. Editors Note:	This is too often the only serious suggestion provided.

4. WHAT TYPES OF ACTION PROGRAMS MIGHT BE APPROPRIATE FOR YOUR COMMUNITY IN LIGHT OF THE ABOVE ENVIRONMENTAL OBJECTIVES?

Workshops and educational programs to develop an awareness and concern and thereby the need to eliminate the symptoms and eventually the cause of pollution.

COMMUNITY: UTICA (1 Respondee)

1. WHAT ARE YOUR COMMUNITY'S ENVIRONMENTAL PROBLEMS? WHAT CONDITIONS OR EVENTS CAUSES THE DEFINED PROBLEMS? WHY DO SUCH PROBLEMS PERSIST?

Area I. D.	Symptoms	Causes
a. Old Machinery	Rats	
b. Dumps		
c. Spraying		
d. Vacant Lots		
e. Abandoned Buildings.		

2. WHY AND HOW DID YOU IDENTIFY THESE PROBLEM AREAS?

They are most obvious to any person in the town. They could be corrected if owners would cooperate.

3. WHAT IS BEING DONE WITHIN YOUR COMMUNITY TO DEAL WITH THE ENVIRONMENTAL PROBLEM AREAS IDENTIFIED? HOW EFFECTIVE HAVE THE EFFORTS BEEN? ARE THERE OTHER ENVIRONMENTAL PROBLEM AREAS WHICH YOU DID NOT PREVIOUSLY IDENTIFY? PLEASE LIST THESE AS WELL.

New zoning ordinances have been passed, otherwise very little has been done.

4. WHAT TYPES OF ENVIRONMENTAL OBJECTIVES DO YOU FEEL ARE NECESSARY AND APPROPRIATE FOR YOUR COMMUNITY?

Area Identified	Objectives
a. Old Machinery	Enforcing city ordinances.
b. Abandonded Buildings	Passing city ordinances.
c. Vacant lots	Passing a city ordinance.

5. WHAT TYPES OF SKILLS ARE NECESSARY TO REALIZE THESE OBJECTIVES?

Objectives	Skills required
a. Enforcing and passing city ordinances.	A forceful city council and informed and active citizens.

6. WHAT TYPES OF ACTION PROGRAMS MIGHT BE APPROPRIATE FOR YOUR COMMUNITY IN LIGHT OF THE ABOVE ENVIRONMENTAL OBJECTIVES?

Have a series of programs in the community with trained people in community improvement to inform the citizens of the problems. Perhaps door contact with the people. Begin an annual clean-up day in the community.

7. WHAT ARE SOME OF THE BARRIERS YOU MIGHT ENCOUNTER WITHIN YOUR COMMUNITY TOWARDS THE ACCOMPLISHMENT OF THESE ENVIRONMENTAL ACTION PROGRAMS.

Some private owners would refuse to cooperate because they are large landowners.

8. WHAT ENVIRONMENTAL POTENTIALS DOES YOUR COMMUNITY HAVE?

Area Identified	Description of Potential
a. Park area	Plans for tennis court, new picnic shelter and play ground equipment.
b. New Housing Development	Large plot of land on edge of city limits.
c. Face lifting in business area	

9. WHAT IS BEING DONE WITHIN YOUR COMMUNITY TO DEVELOP AND/OR REALIZE THESE ENVIRONMENTAL POTENTIALS IDENTIFIED ABOVE?

Plans are developed for the park improvement. An investment corporation has been developed for a new housing development.

PART IV

PROGRAM EVALUATIONS

Evaluation of any program is usually the assessment of a program's effectiveness in reaching defined or stated objectives. There is, however, a divergence of opinion as to the types of evaluation methods which should be employed. This discussion of methods will not be considered in this report. For each of the environmental series constituting this project, there were stated and unstated objectives. An examination of these objectives and the structure of the programs will be considered along with the crucial comments and pooled opinions of the participants who responded to the evaluation questionnaires (see appendix for samples of questionnaires).

These series of workshops were part of a new program for Doane College funded as an experimental program through the State Department of Economic Development. It was a model to ascertain its relevance and effectiveness as an educational instrument within the community. Edward A. Suchman comments on such a pilot or demonstration program.

> The objective of a demonstration program is to develop a model or prototype for future operational programs or to test on a small scale the effectiveness of some large-scale program. . . . A demonstration project is usually set up as a one-shot trial while an operating program is an on-going affair. . . . The pilot program represents a trial-and-error period during which new approaches and new organizational structures or procedues can be tried out on a rather flexible and easily revisable basis. . . . The emphasis of pilot programs should be upon variation--variation in the way the program is organized, in how and by whom it is carried out, where it is located, whom it reaches, etc. Flexibility, innovation, redirection, reorganization are all desirable and attempts to structure or freeze a program at this stage are premature.[6]

The Doane College environmental education program "QUALITY OF LIFE . . . " was such a program, and will be evaluated in light of the above comments.

The following evaluative comments are related to both structure and content. The Fall 1971 and Winter 1972 series will have separate sections in light of limited participant response to the evaluation questionnaire. The Spring 1972 series will be incorporated in the overall evaluation. Recommentations for future programs of this nature have also been included.

FALL SERIES

The Fall Series of symposium-workshops was designed to reach the needs of the EDUCATIONAL leaders within our communities. The program was

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[6]Suchman, Edward A., "Action for What? A Critique of Evaluative Research" in Carol H. Weiss (ed.) Evaluating Action Programs: Readings in Social Action and Education. Boston: Allyn and Bacon, 1972, pp. 59-61.

conceived as an evening series rather than a day series, to facilitate the maximum involvement from educators in the 17 county region. An overall set of objectives was established for the series enumerated in the individual behavioral objectives stated for each workshop session (see Part II of this report for the statement of those objectives). In addition, it was determined that a workbook should be designed and written to aid the educators in attendance with their analysis of their communities as well as to provide them with useful information related to environmental resources.

Based on the tabulated results of 28 out of 139 questionnaires returned, or 21% of those in attendance at all of the Fall series programs, the following evaluative conclusions can be listed.

1. The general rating of the beginning Symposium-Panel on September 28th. was "good." A wide variety of opinions were expressed however. Some felt the panel distracted from the Rienow presentation; some commented adversely about the presence of Bennett Martin on the program. And some said that very little was given that was concrete. Others felt that the evening had been provocative, interesting, and informative.

2. The evening sessions were the clearly preferred time for meetings. Twelve educators indicated that they would not have been able to get off during daytime hours.

3. The general rating of Workshops #1 and #2 was "good" whereas workshop #3 was rated from "good" to "excellent." One individual, however, commented that the programs were too structured--"high toned for (the) common public (with) whom you had to work."

4. Nineteen of those responding felt that the workshops had provided them with useful information. Most commonly cited was the listing of resources one could write for free or low cost information. Some individuals made written comments which would indicate some dissatisfaction with the workshops; one individual felt that there was too much emotionalism and little factual information provided. Another individual called the entire program a "farse" and added that "we were asked to do something that we came to find out how to do!" Another person claimed that he(or she) felt they were "writing a report the government could have paid bureaucrats to write."

5. Fifteen individuals thought workshop goals were clear. Some felt otherwise; one individual stated that the workshop goals and his own were not the same.

6. The work load assigned, in relation to the questions duplicated on pages 14 and 15 of this report, was perceived by fourteen participants as being "fair" while three indicated that it was "too heavy." One person bluntly stated that he(or she) had "no time or inclination to bother with it." Another thought that more should have been done with the assignments during group discussions, than had apparently been done in his(or her) particular group.

7. Of the 28 responding, twenty-one thought that the workbook provided useful materials (see Part II of this report). Some comments were made about its useful potential for the classroom; one participant commented that it was too detailed.

8. Twenty participants indicated that they had gained new knowledge about curriculum and environmental concerns. One indicated little gain, and two others remained neutral.

9. Twenty-four of the 28 respondees had never attended an environmental workshop. Seventeen said they would attend another one similar to this series. And thirteen indicated that they would like a similar workshop series conducted within their school system.

10. Workshop leaders received generally favorable comments. Some leaders were periodically singled out as being better than others. Some references were made to the lack of preparation on the part of leaders who were called in at the last minute to replace another person. Comments were made about the verbosity of some leaders at the expense of group efforts. One person felt that his(or her) group leader had treated the group as if they were "juveniles."

Structurally speaking, the format for the Fall Series probably had the greatest viability of all the programs planned. It was structured to utilize the group problem-solving technique and to capitalize upon the dynamics of the group process. It forced the participants to do some of the leg work in order that adequate answers might be obtained about their communities. It might be noted that the lack of responses as noted in Part III of this report may indicate the level of motivation for those in attendance. Resource personnel from major agencies, both private and public, in this region were invited to be present for an unstructured portion of time at the second evening workshop, November 2nd. Though this idea was not repeated at the later programs, it had a warm and very constructive reception. The final workshop provided a variety of curriculum approaches, along with a series of concurrent "action" caucuses which concluded both the evening and the Fall Series.

However, one is not totally able to account for all the reasons behind so few actually attending the Fall Series--whether it was general lack of interest (as implied in so many of the "Community Profiles" in Part III of this report) or actually conflicts of interest. There were a series of programs which seemed to confound the scene in and around some of the Doane College environmental workshops; these programs were as follows: an HEW sponsored national workshop at the Nebraska Center for Continuing Education from October 18-20, 1971, entitled "A National Workshop on Rural Development"; and the announcement in the Lincoln Evening Journal on October 14th. of an Extension Division course at the University of Nebraska to be held on Tuesday evenings entitled "Eco-tactics: Dateline Lincoln." This latter program was eventually cancelled. It should be noted

that both of these programs were in direct conflict with scheduled workshops, the former with the first major evening workshop (October 19, 1971) and the latter with two of the three scheduled evening workshops.

Other frustrations encountered in relation to the Fall program involved the lack of adequate staffing of the project in order to cover the assigned territory (see map at front of this report), and the general lack of adequate mass media news coverage, even though press releases were made. Little attention was paid to the program except in post-program stories. Adequate prior announcements were non-existent.

WINTER SERIES

The Winter Series consisted of a series of symposium-seminars led by national, state, and local resource persons from the surrounding regions. There were no clearly stated behavioral objectives as there were in the Fall Series; each leader was given an open invitation, to essentially probe the nature of the problems and possible alternatives. There was no formal workbook designed or distributed. There were, however, materials distributed which had been received from Monsanto and the Office of Senator Roman Hruska. The latter was a recent publication from the U.S. Department of Agriculture entitled the "Environmental Thrust Handbook." Consult Appendix A for the formal program dates, program titles, and resource leaders.

Based on physical counts, the following number of individuals were in attendance at the various programs of the entire Winter Series: Agricultural Pollution Workshop = 47 plus the leaders; Industrial Pollution Workshop = 40 plus the leaders; Community Improvement and Development = 15 plus the leaders and one economics class from Doane College; the evening workshops on February 24th. = 21; and the workshop entitled "The Future of the Small Community" = 78 plus the leaders. This equalled a grand total of some 201 in attendance, not including leaders; however, only 49 individuals officially registered for the entire series. Of those approximately 201 persons in attendance, only 33 or 16% returned evaluation questionnaires, upon which the following remarks are based.

1. General perceptions of the symposium presentation and afternoon workshops were rated as "good." Nine individuals felt that the workshops had provided them with useful information. The leaders were also rated as "good" in eight of nine cases. Most would have preferred more time for discussion within the workshops, even with 3½ hours allotted.

2. Those individuals who did attend the first evening follow-up workshops on February 24th. rated them from "fair" to "good." One individual felt that the workshops were too casual and that the speakers were poorly prepared. It should be noted that one of the two speakers for one of the workshops failed to appear due to some administrative confusion. Another individual indicated that both the speakers and the audience lacked enthusiasm. One person indicated that they "were glad to learn what books were available to help with environmental problems." And still another felt that it was "the best of all the workshops."

3. The seminar entitled "The Future of the Small Community" drew a lot of attention. A majority of those responding with evaluations felt that they had "gained" or "significantly gained" new materials and/or ideas. A majority rated the seminar leaders from "fair" to "good." Two individuals expressed the opinion that former Governor Tiemann should have been retained on the program and all the other panelists "should have stayed home." One felt that the leaders could ramble more than any group; some felt that most issues were discussed. Others felt that some of the following should have also been discussed: housing, small community development, and small community government. Two felt that the "future" of the small communities should have been discussed. Others felt that problems were discussed with little attention paid to solutions. One person felt that the seminar was too narrowly defined to the Southeast Nebraska region. One felt that more attention should have been paid to small communities under 500. And another person felt that more specific information needed to be provided on community development and how it relates to the environmental crisis.

It was generally the consensus that similar programs could be held, for example within school systems, but they would require some structural changes--structural changes that were not specified.

One very interesting comment was brought to this author's attention; it was from an elementary educator in a small town who had attended the Fall Series as well. The comment was as follows: "After I marked the Fall evaluation, I was so down, so I never mailed it. Everything (was) so negative. Now, tonight, as I mark the Winter evaluation, I feel positive. I hope the Spring session(s) will surpass even the Winter workshop(s)."

Continuted frustrations were again met in the areas of securing responses or commitments from community leaders to the program, as well as receiving little in the way of news coverage.

OVERALL EVALUATION

Of the 260 (total count) individuals in attendance at these programs--this includes speakers, resource consultants, workshop leaders and participants--only 50 or about 25% returned their overall evaluation questionnaires. Of this figure, there were only two who had attended only the Spring or Third Series; the other questionnaires were from individuals who had attended either the Fall or Winter series or both. Some of those individuals responding had also responded to the Fall or Winter evaluation questionnaires as appropriate.

From these returns, the general consensus was that the entire environmental program--all series attended by those responding--could be rated as "good."

Numerous significant comments were made; they generally summarize some of the critical evaluative points related to the entire program.

1. One workshop leader, responding to the question about being satisfied with the structure of the Fall series, indicated a negative but qualified perception. This person felt that the program was theoretically good. "But it apparently did not attract those persons who could profit most from the experience and it did not hold all of those who came initially. I'm not sure that any type of structure can accomplish this." He further added that "this program represented a good effort on the part of Doane College but the community apparently does not feel any compelling need. The effort was adequately financed and seemingly well planned. Physical facilities were good." Another leader indicated that Doane College should conduct more community environmental programs--something which may come into reality through the college's new Environmental Studies Curriculum.

2. One workshop leader felt that the opportunity to consult with regional resource people at the second evening workshop of the Fall Series (November 2nd.) was a very worthwhile encounter; another person felt, however, that participants did not make adequate use of this opportunity because they "didn't feel they had bonafide problems in need of correction."

3. There was some concern again expressed about the elaborate and lengthy questions (see page 14 and 15 of this report) being an obstacle. Coupled with this concern was the concern about time allowed for discussions--time periods too short. More crucially identified as a problem area only complicating the items mentioned above was the fact that there was great diversity among those in attendance, and the level at which one began might have been confusing. This may be affirmed in the fact that 33 of the 50 responding in this overall evaluation had never attended an environmental workshop before.

4. A Lincoln person again pointed out the problems involving publicity. His comment is as follows: "This (Fall) Series was very worthwhile especially in a state such as Nebraska. I was surprised that the news media didn't get more excited about the series." It should probably be noted that this author, as coordinator of these environmental programs, had personally talked with the news editor of one of this region's major daily newspapers about the nature and thrust of these programs, with the specific intent of soliciting some support. This obviously was of no avail.

5. It was perceived that the structure of the Winter Series was sound, allowing for presentations by "experts", discussion, questions, and answers. A national resource consultant felt the series was geared to the immediate needs of community leaders; in addition, this person suggested that "more emphasis could have been placed upon public relations i.e. motivating leaders to active participation." This again raises the matter of types of "motivation" or "enforcers" which might be used to secure a community leader's commitment to such a program (see also item #6 below). Another individual felt that the series was a "well-organized approach to environmental problems, internationally, nationally, state-wide and regionally."

6. Concern over the lack of attendance by community leaders was also singled out as an issue of unresolved concern. Publication by the media was again suggested as a contributor to the lack of attendance. It should be noted that over 2000 brochures along with a letter of invitation was mailed prior to each series, fall, winter and spring, to the target population selection for that series. Most of those individuals who responded to the evaluation questionnaires indicated that they had learned about the program through the mail. Another workshop leader felt that community leaders had been "meeting to death" and therefore were becoming very selective as to the ones they selected to attend. The issue, according to this workshop leader, is "to convince them of the priority of the program scheduled"--a task which would require long hours of personal contact, a task that was previously indicated as being difficult to accomplish due to staffing. It was noted by one participant, however, that when former Governor Tiemann was on the panel, people showed up without difficulty. Another leader humorously added that "attendance at some programs was outstanding while at others it left something to be desired. However, you can't win them all!"

7. One participant felt that the experts utilized seemed "to be nothing more promising than were the bureaucrats of my generation, and failed to involve local folks, particularly farmers." Another said that they had little that was concrete as opposed to state and university personnel. The general consensus about the experts such as Rienow, Cole, Doan, and Udall was overwhelmingly favorable.

8. The general consensus was that an evening program was a more viable time than daytime hours. Numerous individuals apologized for not being able to attend daytime workshops due to conflicts of interest. Due to the variations in the three program series, it can be affirmed that the Fall Series was, time wise, the most effectively structured of all the programs.

9. One participant complained that the content of the Fall series was useless since he had analyzed his community's problems, and was in search of action-solutions. A high school student also complained, feeling that he had wanted information on evaluating governmental agencies and such had not been available. This was not the consensus however. A majority felt that information had been gained--and this was a generalization related to all three of the program series. One high school teacher indicated that he had already used materials from the workbook and workshops to get his students interested in the surrounding community and its problems.

10. A number of congratulatory comments were extended to Doane College for undertaking such a community effort. One state Senator complimented the program coordinator for the "leadership in putting together the various hearings and seminars relative to the Environmental Education Program." An agriculturalist stated that "no matter what the topic, I believe it is important for local educational institutions to become involved in the community's educational process. This means attempting to respond to their

concerns. The workshop series has much commendable from that standpoint." Another person said that these programs are necessary and valuable. "My gratitude to and admiration for Doane College are boundless," said another. "Our sick world needs much of such leadership as this fine little college shows. They handled a difficult task nobly." And another person felt that such a program was a good start; what is needed now are "efforts toward an implementation (action) program." This was felt to be crucial by more than one person.

A community educational program such as this remains a viable notion. Structurally, there was little left to be desired, with the exception of some items previously mentioned. Some recommendations can be made as a result of the program.

1. The structure is sound; however, it may be more realistic to define the operational geographical area in a more limited scope, possibly related to the size of the staff. A program geared to three or four counties may have been more realistic, particularly if the counties had similarities. The 17 county region is not unrealistic for an on-going program, but the program staff should be larger.

2. Regardless of the defined geographical area, a larger staff is required for a functional, on-going educational-community program. Such is necessary to facilitate the critical and absolutely necessary personal contact among community leaders. One resource person suggested that an advisory group be formed by the program leader; and that the advisory group be expected to solicit commitments from within the community. The original design of the grant had suggested that such would be a reality for this pilot program; this was not the case. Programming requires time for development; and in this area of development is the planning of a program from which one can be sure that those in attendance will leave with a slightly different level of knowledge or functional information. And both community contacts and program development requires time--time beyond that of which a single person can totally contribute.

3. A program such as this environmental education effort should be conceived as an on-going, staffed project for this 17 county region of Southeast Nebraska. Reinforcement of information already distributed and contact with those who were in attendance might well realize stated goals. Such an on-going effort could provide for better coordinated effort among all segments of the community--private and public, educational and business--as well as among other educational institutions located in and around the region. Potential remains very high in Southeast Nebraska but is relatively untapped and unstructured.

In general, though plagued with low attendance figures periodically in relation to target goals, this 17 county-wide environmental effort proved to be a profitable pilot program. Within this region of Nebraska, there remains tremendous potential for becoming an environmental model for the rest

of the state. Of great concern, though, remains the general lack of concern and interest on the part of communities, not only in identifying and resolving pollution problems but also in recognizing and developing environmental potentials. It is hoped that the words of Dr. Rene Dubos regarding a castastrophe being one of the ways of shaking people out of their lethargy will NOT become a reality; this of course will directly depend on the people of Southeast Nebraska.

As Herbert Doan stated in his speech at Doane College on February 8, 1972,

> I feel the solutions will come but only by the route of hard work and a sense of urgency balanced by patience and encouraged by tough but workable rules and regulations. There is no panaceas or instant solutions.

This, then, is only a beginning.

APPENDIX A

Environmental Series Programs

Fall Series

Winter Series

Spring Series

Dr. Dubos was taken ill at the last minute; replaced by Dr. Rienow.

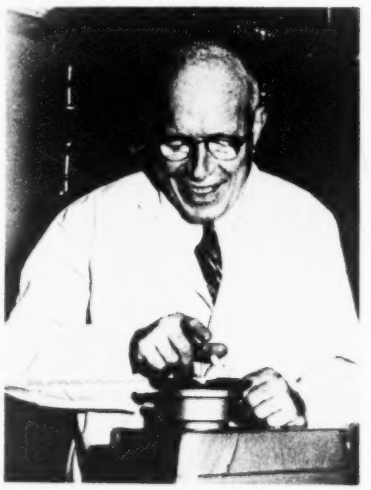
Doane College Announces

MAN AND HIS ENVIRONMENT

FALL ENVIRONMENTAL SYMPOSIUM-WORKSHOPS

WITH

Dr. Rene' Dubos



TUESDAY, SEPTEMBER 28, 1971
8 P.M.

COMMUNICATIONS CENTER AUDITORIUM
DOANE COLLEGE
CRETE, NEBRASKA

Symposium Topic: The Quality of Life: Can Man Construct A Better Environment?

The key authority in the field, Dr. Rene Dubos is the Pulitzer Prize winning author of "So Human an Animal," and a member of the Citizens Advisory Committee on Environmental Quality to President Nixon. Dr. Dubos is a world-renowned ecologist and has been a moving force behind the nation-wide Environmental Teach-Ins. He is presently professor of environmental biomedicine at The Rockefeller University in New York City. He has been the subject of cover articles in Fortune, Time, Life and Newsweek, and recently appeared in a lengthy interview with Walter Cronkite on CBS.

WITH EDUCATIONAL FOLLOW-UP WORKSHOPS, TUESDAY EVENINGS:

OCTOBER 19, 1971	**7-9:30 P.M.**
NOVEMBER 2, 1971	**7-9:30 P.M.**
NOVEMBER 30, 1971	**7-9:30 P.M.**

Workshop Goal: To enable each participant to gain knowledge and skill in environmental education in order to successfully attack the problems of environmental quality in his home community. Participants will be trained to identify community problems. They will receive training in the assessment of priorities and the identification of resources available within their community and training in workshops and other educational activities for training others in their community.

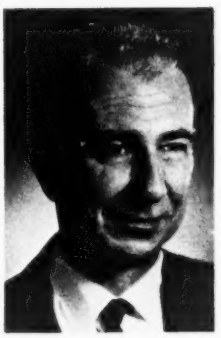
Doane College Announces

MAN AND HIS ENVIRONMENT

WINTER ENVIRONMENTAL SYMPOSIUM-WORKSHOPS

TUESDAY, FEBRUARY 8, 1972

PROGRAM



Dr. Cole

10:00 a.m. **Dr. LaMont Cole,** Professor of Ecology, Cornell University will keynote the day with a lecture entitled "OUR FALTERING WORLD ENVIRONMENT."

Communications Center Auditorium
Doane College
Crete, Nebraska

11:30 a.m. Noon Luncheon in the Perry Memorial Campus Center. Guest Speaker: **Mr. Herbert D. Doan,** Member, Board of Directors, Dow Chemical Company, who will address himself to the subject, "EVERYTHING IS A PROCESS."

Mr. Doan

1:00-4:30 P.M. AFTERNOON SEMINAR WORKSHOPS (3 CONCURRENT SESSIONS)

I. AGRICULTURAL POLLUTION: Problems and Solutions

Moderator: **Mr. Robert Muckel,** Assistant Professor of Biology, Doane College

PANEL MEMBERS:

"Pollution Problems: How Much is Agriculture to Blame?"
Dr. LaMont Cole, Cornell University

"Land Use and Misuse: Run-off, Silting and Other Problems"
Roger Sandman, Department of Agriculture, Nebraska

"Water Problems in Nebraska"
(Irrigation/Flooding/Ground Water/Importation)
Mr. Jim Owen, Soil and Water Conservation Commission

"Feedlot Pollution: Control and Action"
J. L. Higgins, Director, Department of Environmental Control

"Rural Zoning: How It Affects the Agriculturalist"
Dr. Paul Gessaman, University of Nebraska

"Eutrophication: Who Is Responsible?"
Mr. Earl Kendle, Game and Park Commission

"Agricultural Pollution: A County Agent's View Point"
Mr. Jim Novotny, Saline County Agent

II. INDUSTRIAL POLLUTION: Problems and Solutions

Moderator: **Dr. Anthony J. Catana,** Vice President for Academic Affairs, Professor of Biology, Doane College

PANEL MEMBERS:

"Industrial Pollution: Just How Much Damage?"
Dr. Larry C. Holcomb, Chairman, Quality Environment Council, Creighton University, Omaha, Nebraska

Mr. Les Sanger, Director of the Division of Environmental Health and Air Pollution Office for Lincoln and Lancaster County, Lincoln-Lancaster County Health Department

"Are We in Need of a Growth Policy?"
Mr. Stan Matzke, Director, Department of Economic Development

Dr. Bert Evans, Extension Economist, University of Nebraska

Mrs. Marilyn Mertens, Community and Regional Planner, State Office of Planning and Programming

"The Industrialist's Role in Pollution Control"
Mr. Herbert D. Doan, Dow Chemical Company

Dr. Eric Sloth, Environmental Manager, Nebraska Public Power District

III. COMMUNITY IMPROVEMENT AND DEVELOPMENT: Problems, Solutions, and Opportunities

Moderator: **Norbert T. Tiemann,** Former Governor of Nebraska, Vice President, First Mid America, Lincoln

PANEL MEMBERS:

"Exploring the Utilities' Role in Community Improvement"
Mr. Arch Gustafson, Community Development, Nebraska Public Power District
Mr. Thomas Kline, Community Development, Northern Natural Gas
Mr. Harlen Hansen, Community Affairs, Nebraska-Kansas Utilities

"Exploring State and Local Resources in Community Development"
Mrs. Marie Arnot, Department of Economic Development

"Community Health: Role of Comprehensive Health Planning"
Mr. R. Steven Masters, Southeast Nebraska Health Planning Council

"Rat Control Project: A Community Model"
Mr. Scott Helt, Student, Doane College
Mr. John Howald, Student, Doane College

"Economic Considerations — Pros and Cons — in Community Improvement and Development"
Dr. Edward Hauswald, University of Nebraska, Lincoln
Dr. Wallace C. Peterson, University of Nebraska, Lincoln

FOLLOW-UP WORKSHOPS

Thursday, February 24, 1972, 7:00-9:30 p.m.

7:00-8:00 p.m. (Main Auditorium, Communications Center)

"State Social and Economic Resources", Mr. Larry Barr, Department of Economic Development

"Federal Social and Economic Resources for Community Development and Environmental Concerns", Mr. Larry Heere, Special Assistant for Planning Requirements, HUD Omaha Office

"Community Health Resources", R. Steven Masters, Southeast Nebraska Health Planning Council

8:15-9:30 p.m. (Main Auditorium, Communications Center)

Panel on Environmental Controls and Laws Affecting Nebraskans in Agricultural and Industrial Pollution and Community, Mr. James L. Higgins, Director, Department of Environmental Control

Mr. Lee Orton, Chief Legal Counsel, Soil and Water Conservation Commission

Thursday, March 9, 1972, 7:00-9:30 p.m., Main Auditorium, Communications Center

"THE FUTURE OF THE SMALL COMMUNITY"

Moderator: Dr. Otto Hoiberg, Head, University Extension Division, University of Nebraska, Lincoln

Panel Members to Include: Norbert Tiemann (Rural Development) Chairman, Coalition for Rural Development

Bert Evans (Rural Development), University of Nebraska

Dr. Melvin Olson (Population and Education), Department of Education.

Mr. Joe Golden (Social Services), State Office of Planning and Programming

Mr. George Frye, Executive Director, Vision-17
Plus other representatives

Doane College Announces

FINAL PROGRAM SERIES

MAN AND HIS ENVIRONMENT

SPRING ENVIRONMENTAL SYMPOSIUM-WORKSHOPS

APRIL 11, 1972

Mr. Stewart Udall,

10 a.m. **Mr. Stewart Udall,** Former Secretary of the Interior, will speak on the topic, "The Dynamics of the Environmental Revolution."

Mr. Udall is the author of two important books on the environment. He was appointed Secretary of the Interior by President John F. Kennedy in 1961. He served eight years in that post. He was graduated from the University of Arizona Law School in 1948 and served three terms in the House of Representatives before becoming interior secretary. In 1969 he founded "Overview," an environmental planning firm in Washington, D. C.

A question and answer session will be held following his speech from 11-11:30 a.m. in the Auditorium.

COMMUNICATIONS CENTER AUDITORIUM
DOANE COLLEGE
CRETE, NEBRASKA

Lunch will be available in the Perry Memorial Campus Center from 11:30-1 p.m.

1-4:30 P.M. AFTERNOON SEMINAR WORKSHOP

"FEDERAL — STATE: COOPERATION OR DUPLICATION?"

Discussions about the cooperating or duplicating efforts of federal and state governmental agencies in all areas of environmental concerns. Who has what functions? Who do you go to? Will there ever be an end to red tape?

Leaders: STEWART UDALL, CARL CLOPECK, STATE SENATORS MAURICE KRAMER, RICHARD MARESH and T. C. REEVES and others.

FOLLOW-UP WORKSHOPS

WEDNESDAY, April 26, 1972, 7-9:30 p.m.
Communications Center Room 102

"MUNICIPAL PROGRAMMING — Where the Action is!"

A regional approach to municipal problems and programs.

Leaders from:

State Office of Planning and Programming
State Department of Economic Development
Southeast Nebraska Health Planning Council
Mr. Jim Childe, Vision 17

WEDNESDAY, May 10, 1972, 7-9:30 p.m.
Communications Center Room 102

"SANITARY LANDFILL: A Case in Point— Problems and Programs."

A workshop-discussion in problem analysis and solution aimed at revealing a state plan for solid waste disposal pertinent to village, municipal and county government planning.

Leaders:

Mr. Gayle Lewis, Chief, Solid Waste Division Department of Environmental Controls
Mr. Gary Frecks, Planning Project Director, Solid Waste Division, Dept. of Environmental Controls

COFFEE WILL BE SERVED AT ALL SESSIONS **OPEN TO THE PUBLIC** **BRING YOUR QUESTIONS**

APPENDIX B

Rat Population Survey Study

APPENDIX B

RODENT CONTROL INFORMATION SOURCES

The presence of large rat populations in a community is a positive indication of the absence of one or more of the following: proper environmental sanitation, effective rat-proofing of building, and/or efficient rodent control programs.

How does the concerned citizen know if his community has a rat problem? Rats by nature are shy, nocturnal animals. An increased frequency of rat sightings during daylight hours in areas of heavy population or considerable human traffic is generally considered as evidence of overly large rat populations.

If this situation exists, a survey of the affected area should be conducted before initiation of control methods, in order to determine the size and location of the populations to be dealt with.

You will notice that we refer to rat populations. In a town infested with rats, it is generally assumed that each block, limited on four sides by streets, harbors a rat population separate and distinct from those harbored by surrounding blocks. The secret of controlling rats is controlling populations rather than individual animals.

A rat population survey is not costly, but is time consuming. Efforts should be made to solicit the use of municipal manpower and funds in conducting a survey-control program.

Information on rodent survey techniques and rodent habits are well outlined in two federal publications:

"Biological Factors in Domestic Rodent Control," Public Health Service Publication #773.

"Control of Domestic Rats and Mice," Public Health Service Publication #563.

Single copies of these publications are available upon request at no cost by writing to:

Bureau of Community Environmental Management
DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
330 Independence Avenue, S.W.
Washington, D.C. 20201

Good motion pictures and film strips on various aspects of rodent control are available on a short term loan basis from the U.S. Government. Inquiries should be addressed to:

The National Medical Audiovisual Center
Chamblee, Georgia 30005

Audio-visual aids are also available through the State of Nebraska. Inquiries should be addressed to:

State of Nebraska Health Department
State House Station Box 94757
Lincoln, Nebraska 68509

Direct assistance in rodent control is available to the community on a state level. Correspondence should be addressed to:

Mr. William Rapp
Nebraska State Health Department
State House Station Box 94757
Lincoln, Nebraska 68509

Questions directly related to the Doane College rodent control project should be addressed to:

Mr. Scott Helt
1021 Pine Street
Crete, Nebraska 68333

or

Mr. John D. Howald
422 East 13th. Street
Crete, Nebraska 68333

INTERIM REPORT

RAT POPULATION SURVEY AND CONTROL PROJECT

November 1971 - March 1972

by

Scott A. Helt and John D. Howald

ABSTRACT

Our group will undertake a survey of the rat population of the business district of Crete, Nebraska, using survey techniques devised and implemented by the State of Nebraska Department of Environmental Health. This survey will be undertaken with the cooperation of the Crete City Council and Chamber of Commerce.

Purpose: To examine the feasibility of a self-help rodent survey and control program in cities of Crete's size. All results of this project will be submitted to the City of Crete and to the Chamber of Commerce for their information and possible action.

It is hoped that a syllabus of Rat survey and control techniques suitable for use as a self-help manual will come out as a result of this project. Such a syllabus will be turned over to the State of Nebraska Department of Health for evaluation and possible use as a self-help manual for Nebraska communities.

In November of last year (1971), we initiated a rat population survey and control project in the city of Crete, Nebraska, with the approval and support of the city government and Chamber of Commerce. This interim report was prepared to inform those concerned of the progress that we have made since we began work on our project.

Our activities have involved an external survey of a selected area in an effort to determine its "rat potential" and a survey questionnaire sent to over fifty merchants in that area.

This report will outline the findings of the external survey and questionnaire, and will offer some tentative conclusions and recommendations based on these findings.

Survey Area

A twenty-eight block survey area in the business district of Crete was selected as a study site (map in original study omitted for this appendix). The area was selected because it was felt that it offered a good cross-section of town, containing commercial, residential, and industrial elements. Other factors leading to its selection were:

1. The fact that it is bordered by the main line of the C. B. & Q. Railroad and traversed in part by a spur line of the Missouri Pacific Railroad.

2. It lies adjacent to the Crete Mills complex.

All activities were, and shall be limited to this selected area with the exception of a special external survey of the Crete Mills.

External Survey

During the months of December 1971-January 1972, an external survey of the selected area was conducted to try and determine its rat potential. The rat potential of a lot, block, area or town is, by our own definition, an indication of the area's capacity to support small, moderate, large or infestation level rat populations. The rat potential of an area (lot, block, etc.) is expressed through the use of a pre-determined numerical assignment on a two hundred percentile scale. The rat potential of a block is expressed as the average of the percentile scores of its lots; the rat potential of an area as the average of the percentile scores of its blocks; and so on.

Individual lots are scored on the basis of how much food, harborage, or both they offer to rats. The form used to rate each lot and block and the formula used to arrive at a percentile score were devised by us and have been certified as valid by the Nebraska State Department of Health.

All of the more than three hundred lots in the survey area were inspected. Factors surveyed included: improper and/or unlawful storage and disposal of trash and garbage, abandoned vehicles and appliances, poorly maintained structures, grain spillage along railroad tracks, in short, all conditions assumed to offer food or harborage to rats.

The survey area was found to contain (map omitted in this appendix):

7 high potential blocks
10 moderate potential blocks
10 low potential blocks
1 block offering little or no potential

A block having a high rat potential is assumed to be capable of sustaining an infestation level rat population, moderate potential blocks capable of large popultions, and low potential blocks capable of small to moderate population levels. It is our belief that only low potential ratings are desirable.

The survey area on the whole had a percentile score of 53.4 assigning it a moderate rat potential. This would seem to be much too high

for an area containing most of the city's food handling establishments.

One must also consider that even low potential blocks can contain high potential lots which are always capable of inducing population spread due to overflow.

The main reasons for the area's undesirable potential level were:

1. Improper premise storage of trash and garbage.
2. Food and garbage found on the ground.
3. Inadequate refuse collection.
4. Poorly maintained structures (for example the creamery).
5. Grain spillage along railroad tracks.

All of the above discrepancies can be documented and photographs have been used to record significant departures from the acceptable.

Survey Questionnaire

During the month of December 1971, a survey questionnaire was sent to fifty-one merchants in the survey area. These individuals were asked questions related to the presence of rats on the premises, and methods of rodent control and sanitation practiced by them on their premises.

The purpose of this questionnaire was a three-fold one: (1) it provided greater insight into Crete's rat problem; (2) it served as an index for gauging popular response to and involvement with our project; and (3) it provided some idea of the cooperation or lack of cooperation that might be expected when the internal survey is run later this year.

The response of the area's merchants to the questionnaire was better than could be expected. The response rate was 78.4%. Of those who responded, 22.5% said there were rats on their premises. Fifty-five percent of those who responded stated that they practiced some form of rodent control. Poison was the predominant form of control. 86.4% used poison, 9.1% used traps, and 4.5% used traps and poison.

Of those who used poison, the following was found: 10% poisoned once a year; 5% poisoned twice a year; 10% poisoned every other month; 35% poisoned once a month; 15% poisoned constantly; 10% poisoned infrequently; and 15% did not answer the question.

As related to refuse collection, the following was found: 40% had their garbage collected once each week; 20% twice a week; 27.5% more than twice a week; 10% less than once a week; and 2.5% did not answer the question.

The data provided by the questionnaire appears to substantiate the evaluation methods used during the external survey. It also seems to confirm the rat potentiality of the blocks surveyed and evaluated.

Conclusions and Recommendations

The presence of rats in a town, apart from being a problem in itself, is also usually a symptom of other sanitation related problems. The best method of rodent control is the modification of the rodent's environment, whereby its capacity to support animal populations is reduced.

The reduction of Crete's rat potential hinges on a general "cleaning up" of the area. A significant reduction could be partially effected if residents adhered to existing city sanitation regulations.

During the course of the survey, numerous violations of the following statutes were observed: 4-3-2, 4-3-4, 4-3-6, 4-3-10, and 4-3-11. These regulations should be voluntarily adhered to by the residents of the community. If this is not undertaken after proper encouragement, then these regulations should be more vigorously enforced.

Further suggestions are:

1. The deletion of statute 4-3-9, as it contradicts a newer ordinance #554 which is a revision of Title IV, Chapter 3, Section 3.

2. A further revision of ordinance #554. Although it is felt that the new ordinance is a great improvement over that which it supersedes, it still falls short of expectations. It is felt that food handling establishments should be required to remove garbage and trash from their premises once a day. During the course of the external survey, some food handling establishments were observed to have let scrap meat and vegetables accumulate in open containers in the alley for periods of up to three days. This has been documented and recorded photographically.

3. It is further felt that a revision of 4-1-2 (quorum; duties, rules, Board of Health) be considered. Nowhere in the city code is responsibility for the public safety specifically delegated. It would seem that the Board of Health would be the ideal agency to assume this responsibility, with full powers to enact rules and regulations designed to safeguard the safety of the community's residents. This power would include instigation of condemnation proceedings through Saline County, of structures that posed a definite health and/or safety hazard to the community (i.e. the old creamery complex). It is hoped that the Board of Health might be encouraged to meet on a regularly scheduled basis to periodically review the status quo of the community's health and safety.

Future Phases of the Project

Presently, attempts are being made to determine the extent of infestation in the city's sanitary and storm sewers. So far, the sanitary sewers appear relatively rat-free. Studies are under way to try to determine if any inter-communication exists between subterranean and above-ground populations.

We will begin an internal survey of selected areas in April (1972). It is hoped that the results of this survey will enable us to estimate the size of the city's rat population. A study of the rodent's capacity as a disease carrier or vector will also be conducted in conjunction with the internal survey and with the assistance of the State Department of Health Laboratory facilities.

Acknowledgements

We gratefully acknowledge the cooperation and assistance of the City of Crete and the Crete Chamber of Commerce. We further thank the people of Crete, Nebraska, for their involvement in our project.

Special thanks to George Beyers, City Engineer, and William Rapp, Nebraska State Department of Health, for their time and assistance.

APPENDIX C

Sample Response Questionnaires

APPENDIX C

ABBREVIATED COPIES OF PARTICIPANT REACTION SURVEY

Within this Appendix, you will find the abbreviated forms of the reaction surveys provided participants at the various environmental programs. Demographic information type questions have been eliminated in order to condense these questionnaires. Spacing between questions has also been condensed.

FALL SYMPOSIUM-WORKSHOPS

Please respond to the following questions as honestly and thoroughly as possible (check one square as appropriate):

1. How would you evaluate the symposium-panel?

/_____/_____/_____/_____/_____/
Excellent Good Fair Poor Completely Unsatisfactory

Comments:

2. Did you have questions you wanted to ask after Dr. Rienow's speech?

Yes ____ No ____

3. Would you have preferred a forum for audience questions after the panel?

Yes ____ No ____

4. Would you have preferred this presentation at 10:00 a.m. with all-day seminars?

Yes ____ No ____

5. Were you satisfied with the four(4) evening structure of the series?

Yes ____ No ____ Other _____

6. Had it been held in the daytime hours, could you have gotten off your job without being penalized in order to attend?

Yes ____ No ____ Other _____

7. Please rate the workshops. Your workshop leader: _____

Workshop #1

/_____/_____/_____/_____/_____/
Excellent Good Fair Poor Completely Unsatisfactory

Comments:

Workshop #2

/_____/_____/_____/_____/_____/

Excellent Good Fair Poor Completely Unsatisfactory

Comments:

Workshop #3

/_____/_____/_____/_____/_____/

Excellent Good Fair Poor Completely Unsatisfactory

8. Did the Workshops provide you with useful information?

Yes ____ No ____ Comment:

9. Were workshop goals clear?

Yes ____ No ____ Comment:

10. How did you feel about the requested workload?

/_____/_____/_____/_____/_____/

Too Heavy Heavy Fair Load Light Too Light

Comment:

11. Did you find the workbook useful? Yes ____ No ____ Comment:

12. Rate and comment on the value of the notebook.

/_____/_____/_____/_____/_____/

Excellent Good Fair Poor Completely Unsatisfactory

Comment:

13. How would you evaluate the knowledge you gained?

/_____/_____/_____/_____/_____/

significant gain of new materials and ideas | gain | no significant gain nor loss | little gain | no new material gain at all

14. Have you ever attended an environmental education workshop?

Yes ____ When (year) _____ No ____

15. Would you attend another one like this one?
Yes ____ No ____ Other _____

16. Would you recommend it? Yes ____ No ____

17. Would you like a workshop held in your school? Yes ____ No ____

WINTER SYMPOSIUM-WORKSHOPS

1. How would you evaluate the morning speech with LaMont Cole?

/_____/_____/_____/_____/_____/
Excellent Good Fair Poor Completely Unsatisfactory

Comment:

2. Would you have preferred a forum for audience questions after the major speech?
Yes ____ No ____

3. Would you have preferred an evening presentation with the main speaker?
Yes ____ No ____

4. Were you satisfied with the structure of this series--one day and two evenings?
Yes ___ No ____ Comments:

5. Please rate the workshop you attended during the afternoon of Feb. 8th.

Title of Workshop _____

(a) Overall perception of workshop session:

/_____/_____/_____/_____/_____/
Excellent Good Fair Poor Completely Unsatisfactory

Comment:

(b) Did the workshop provide you with useful information? Yes ___ No ___

(c) Did your workshop have any goals--explicit or implicit? Yes ___ No ___

(d) How would you rate the leader's abilities?

/_____/_____/_____/_____/_____/
Excellent Good Fair Poor Completely Unsatisfactory

(e) Would you have preferred:
___ fewer leaders
___ more leaders
___ more time for discussion
___ less time for discussion
___ other:

6. Please rate the first evening workshop if you attended.

(a) Value to you of the workshop--was the workshop helpful?

Excellent	Good	Fair	Poor	Completely Unsatisfactory

(b) What criticism might you have about this workshop--negative and constructive ones? Please comment.

7. Please rate the workshop entitled THE FUTURE OF THE SMALL COMMUNITY.

(a) How would you evaluate the knowledge you gained?

significant gain of new materials and/or ideas	gain	no significant gain nor loss	little gain	no new materials gained at all

(b) How would you rate the abilities of the leaders?

Excellent	Good	Fair	Poor	Completely Unsatisfactory

(c) Would you have preferred more time? Yes ____ No ____

(d) Would you have preferred more ___ or less ___ time for discussion?

(e) What issues were NOT talked about which you had hoped would be mentioned? Please specify.

8. Have you ever attended an environmental workshop before? Yes __ No __

9. Would you attend another series like this past winter? Yes __ No __

10. Would you recommend a series such as this one which you attended?

Yes ____ No ____ Comment:

FINAL ENVIRONMENTAL SYMPOSIUM EVALUATION

NOTE: Demographic information, as previously stated, has been omitted as well as those questions which may have been asked on previous questionnaires. The overall evaluation questionnaire was mailed to all of those individuals who attended any and/or all of the sessions at the Fall, Winter and Spring series. The questions below are only those which were not duplicated on previous forms (see preceeding pages for other questions asked).

1. What positive comments might you have about this educational community program? Please feel free to express yourself.

2. What negative comments might you have about this educational community program? Please feel free to express yourself.

3. What suggestions might you have to improve such an educational-community endeavor?

4. How did you hear about the environmental series--what mode of communication was employed--mail, newspaper, word of mouth, etc.?

5. If you came for one or more of the meetings but did not return for the remainder, were your reasons related to the program itself or outside the program? If your reasons for not returning were based on some aspect of the program, please describe and explain.

6. If you continued to attend the various workshops, what was it that encouraged you to return? Was it some aspect of the program or an outside influence? Please specify.

APPENDIX D

Listing of:

Resource Consultants

Workshop Leaders

Participants

APPENDIX D

Names of those individuals serving as Resource Consultants, Workshop Leaders, and/or Participants during the Doane College Environmental Education Symposium-workshops are herein listed alphabetically. The following Key was used to provide additional vital information.

a. Roman numeral I---indicates attendance at the Fall Series.
   Roman numeral II--indicates attendance at the Winter Series.
   Roman numeral III-indicates attendance at the Spring Series.

b. The number "1", "2", "3", or "4" indicates the number of sessions attended by that individual within anyone or more than one or all three of the program series.

c. Cities within the 17 county region include the county in which they are located. Cities outside the 17 county region are placed in parentheses.

d. The asterik (*) indicates County Seat.

PROGRAM SERIES AND DATES

Fall Series I-4
Symposium-------Tuesday, September 28, 1971, 8:00 p.m.
First Workshop--Tuesday, October 19, 1971, 7:00-9:30 p.m.
Second Workshop-Tuesday, November 2, 1971, 7:00-9:30 p.m.
Third Workshop--Tuesday, November 30, 1971, 7:00-9:30 p.m.

Winter Series II-3
Symposium-------Tuesday, February 8, 1972, 10:00 a.m. & 11:30 a.m.
First Workshop--Tuesday, February 8, 1972, 1:00-4:30 p.m.
Second Workshop-Thursday, February 24, 1972, 7:00-9:30 p.m.
Third Workshop--Thursday, March 9, 1972, 7:00-9:30 p.m.

Spring Series III-3
Symposium-------Tuesday, April 11, 1972, 10:00 a.m.
First Workshop--Tuesday, April 11, 1972, 1:00-4:30 p.m.
Second Workshop-Wednesday, April 26, 1972, 7:00-9:30 p.m.
Third Workshop--Wednesday, May 10, 1972, 7:00-9:30 p.m.

MAIN SPEAKERS

Dr. LaMont Cole
Professor of Ecology
Cornell University
Section of Ecology and Systematics
Building 6, Langmuir Lab.
Ithaca, New York 14850

Winter Series II

Mr. Herbert D. Doan
Member of the Board of Directors
Dow Chemical Company
Bennett Building
2030 Dow Center
Midland, Michigan 48640

Winter Series II

Mr. Bennett S. Martin, Chairman
Nebraska Economic Development Commission
Bennett S. Martin Investors
922 Terminal Building
Lincoln, Nebraska 68508

Fall Series I

Dr. Robert Rienow
Professor of Political Science
Graduate School of Public Affairs
New York State University
135 Western Avenue
Albany, New York 12203

Fall Series I

Honorable Stewart Udall
Former Secretary of the Interior
c/o The Overview Group
1700 Pennsylvania Avenue, Room 340
Washington, D. C. 20006

Spring Series III

RESOURCE CONSULTANTS

Mr. C. Phillip Agee, Chief
Research Division
Nebraska Game and Parks Commission
Box 30370, 2200 North 33rd Street
Lincoln, NE 68503

Mrs. Marie Arnot, Director
Division of Community Affairs
Department of Economic Development
Box 94666, State Capitol
Lincoln, NE 68509

Mr. Larry Bare
Community Development Specialist
Department of Economic Development
Box 94666, State Capitol
Lincoln, NE 68509

Dr. Anthony J. Catana, Jr.
Professor of Biology
Vice President for Academic Affairs
Dean of the College
Doane College
Crete, NE 68333

Mr. Carl C. Clopeck, Assistant
Congressional and Intergovernmental
Relations, Region VII
U. S. Environmental Protection Agency
1735 Baltimore, Room 249
Kansas City, Missouri 64108

Mr. Fred Curtis
Science Curriculum Consultant
State Department of Education
233 South 10th Street
Lincoln, NE 68508

Dr. Bert Evans
Assistant Professor of
Agricultural Economics
Extension Specialist
Univ of Nebr - East Campus
Lincoln, NE 68503

Mr. George Frye, Executive Director
Vision-17, Inc.
5555 "O" Street
Lincoln, NE 68510

Dr. Paul Gessaman
Extension Economist
Rural Resource Development
Cooperative Extension Service
Univ of Nebr - East Campus
Lincoln, NE 68503

Mr. Arch E. Gustafson, Supervisor
Community Development
Nebraska Public Power District
1452 - 25th Avenue
Columbus, NE 68601

Mr. Al Hansen
Former Executive Director
Vision-17, Inc.
2611 South 46th Street
Lincoln, NE 68506

Dr. Edward Hauswald
Associate Director
Bureau of Business Research
University of Nebraska
Lincoln, NE 68508

Mr. James L. Higgins, Director
Department of Environmental Control
Box 94653, State House Station
Lincoln, NE 68509

Mr. William C. Joern
Acting Director
SE Nebraska Health Planning Council
107 Lincoln Center Building
215 South 15th Street
Lincoln, NE 68508

Mr. Thomas Kline, Planning Consultant
Community Development
Northern Natural Gas
2223 Dodge Street
Omaha, NE 68102

Mr. W. Don Nelson, Director
Office of Planning and Programming
Box 94601, State Capitol
Lincoln, NE 68509

Mr. Jim Owen, Senior Engineer
Systems Control, Inc.
260 Sheridan Avenue
Palo Alto, California 94306

Mr. Gary Schoenrock
Informal Education (Title I)
Assistant Supervisor
Community Planning
University Extension Division
Nebraska Hall 527
University of Nebraska
Lincoln, NE 68508

Mr. Dayle E. Williamson
Executive Secretary
Soil and Water Conservation Commission
Box 94725, State Capitol
Lincoln, NE 68509

Mr. Jerry Woollen
Former Associate Director
SE Nebraska Health Planning Council
215 South 15th Street
Lincoln, NE 68508

WORKSHOP LEADERS

Mr. Paul T. Adalian, Jr., Instructor
Public Service Librarian
Doane College
Crete, NE 68333

Mr. Clark E. Adams
Assistant Professor of Biology
Concordia Teachers College
800 North Columbia Avenue
Seward, NE 68434

Mr. C. Phillip Agee, Chief
Research Division
Nebraska Game and Parks Commission
Address above - see
RESOURCE CONSULTANTS

Mrs. Jean Agee, President
Lincoln Chapter
League of Women Voters
7539 Starr
Lincoln, NE 68505

Mrs. Marie Arnot, Director
Division of Community Affairs
Department of Economic Development
Address above - see
RESOURCE CONSULTANTS

Mr. Larry Bare
Community Development Specialist
Department of Economic Development
Address above - see
RESOURCE CONSULTANTS

Dr. Allen Booth
Associate Professor of Sociology
Oldfather Hall 714
University of Nebraska
Lincoln, NE 68508

Mr. Lloyd Castner
Bellevue City Administrator
210 West Mission Street
Bellevue, NE 68005

Dr. Anthony J. Catana, Jr.
Professor of Biology
Vice President for Academic Affairs
Dean of the College
Doane College
Address above - see
RESOURCE CONSULTANTS

Mr. James H. Childe
Local Coordinator - CSTE
Vision-17, Inc.
740 Seward Street
Seward, NE 68434

Mr. Carl C. Clopeck, Assistant
Congressional and Intergovernmental
Relations, Region VII
U. S. Environmental Protection Agency
Address above - see
RESOURCE CONSULTANTS

Mr. Fred Curtis
Science Curriculum Consultant
State Department of Education
Address above - see
RESOURCE CONSULTANTS

Dr. Bert Evans
Assistant Professor
Agricultural Economics
Extension Specialist
University of Nebraska
Address above - see
RESOURCE CONSULTANTS

Mr. Robert Fisher, Director
Video Inservice Program
Education Service Unit #6
6341 Francis
Lincoln, NE 68505

Mr. Gary Frecks, Director
Planning Project
Solid Waste Division
Dept of Environmental Controls
Box 94653, State House Station
Lincoln, NE 68509

Mr. George Frye
Executive Director
Vision-17, Inc.
Address above - see
RESOURCE CONSULTANTS

Dr. Paul Gessaman
Extension Economist
Rural Resource Development
Cooperative Extension Service
University of Nebraska
Address above - see
RESOURCE CONSULTANTS

Mr. Joe Golden
Office of Planning and Programming
Box 94601, State Capitol
Lincoln, NE 68509

Mr. Arch E. Gustafson, Supervisor
Community Development
Nebraska Public Power District
Address above - see
RESOURCE CONSULTANTS

Mr. Vince Halverson, Superintendent
Homestead National Monument
RFD #3
Beatrice, NE 68310

Mr. Harlan Hansen
Office of Community Affairs
Nebraska-Kansas Utilities
3rd and St. Joseph
Hastings, NE 68901

Mr. Richard Hanson
Legal Counsel
Department of Environmental Controls
411 South 13th Street
Lincoln, NE 68509

Mr. Larry Hardt
Omaha Suburban Area Council of
Schools (OSAC)
Science Center
Gretna, NE 68028

Dr. Edward Hauswald
Associate Director
Bureau of Business Research
University of Nebraska
Address above - see
RESOURCE CONSULTANTS

Mr. Jack Head
OSAC
Science Center
Gretna, NE 68028

Mr. Larry Heeren, Special Assistant
Planning Requirements, HUD
Omaha Office
7100 West Center Road
Omaha, NE 68106

Mr. Scott Helt, Student
Doane College
1021 Pine
Crete, NE 68333

Mr. James L. Higgins, Director
Department of Environmental Control
Address above - see
RESOURCE CONSULTANT

Dr. Otto Hoiberg, Head
Community Development
University Extension Division
University of Nebraska
Lincoln, NE 68508

Dr. Larry C. Holcomb
Associate Professor of Biology
Creighton University
Chairman, Quality Environment Council
Box 7025
Omaha, NE 68107

Dr. Bruce Holmquist
OSAC
Science Center
Gretna, NE 68028

Mr. John Howald, Graduate
Doane College
422 East 13th
Crete, NE 68333

Mr. Earl Kendle
Chief of Research
Nebraska Game and Parks Commission
Box 30370, 2200 North 33rd Street
Lincoln, NE 68503

Mr. Thomas Kline
Planning Consultant
Community Development
Northern Natural Gas
Address above - see
RESOURCE CONSULTANTS

State Senator Maurice A. Kremer
District No. 34
1415 Seventh Street
Aurora, NE 68818

Mr. Gayle Lewis
Solid Waste Coordinator
Environmental Health Service
411 South 13th Street
Lincoln, NE 68509

State Senator Richard Maresh
RFD #1
Milligan, NE 68406

Mr. R. Steven Masters
Associate Director, Environment
SE Nebraska Health Planning Council
215 South 15th Street
Lincoln, NE 68508

Mr. Stan Matzke, Director
Department of Economic Development
Box 94666, State Capitol
Lincoln, NE 68509

Dr. Donald McCurdy
Associate Professor of
Secondary Education
Teachers College
Department of Secondary Education
University of Nebraska
Lincoln, NE 68508

Mrs. Marilyn Mertens
Former Community and Regional Planner
Office of Planning and Programming
Political Science Department
Nebraska Wesleyan University
2630 North 50th Street
Lincoln, NE 68504

Mr. Robert D. Muckel
Assistant Professor of Biology
and Chemistry
Doane College
Crete, NE 68333

Mr. James E. Novotny
Former Saline County Agent
Dodge County Agent
Fremont, NE 68025

Dr. Melvin Olson
State Department of Education
233 South 10th Street
Lincoln, NE 68509

Dr. John D. Orr
Associate State Leader
4-H and YMW
Cooperative Extension Service
University of Nebr - East Campus
Lincoln, NE 68503

Dr. Wallace C. Peterson, Chairman
Department of Economics
Foundation Professor of Economics
University of Nebraska
Lincoln, NE 68508

Mr. Del Rasmussen, Executive Director
League of Nebraska Municipalities
1320 "J" Street
Lincoln, NE 68508

Mr. Theodore C. Reeves
Environmental Control Council
Rural Route #1
Central City, NE 68826

Mr. Les A. Sanger, Director
Division of Environmental Health
and Air Pollution Control
Lincoln-Lancaster Board of Health
2200 St. Marys Avenue
Lincoln, NE 68502

Mr. Gary Schoenrock
Informal Education (Title I)
Assistant Supervisor
Community Planning
University Extension Division
Address above - see
RESOURCE CONSULTANTS

Dr. Eric N. Sloth, Environmentalist
Nebraska Public Power District
1452 - 25th Avenue
Columbus, NE 68601

Dr. William E. Splinter, Chairman
Professor of Agricultural Engineering
Department of Agricultural Engineering
University of Nebraska - East Campus
Lincoln, NE 68503

Mrs. William N. Sutherland
Environmental Quality Council
1320 North 79th Street
Lincoln, NE 68505

Mr. Norbert T. Tiemann
Vice President
First Mid America Inc.
1221 "N" Street (Cengas Bldg)
Lincoln, NE 68501

Mr. Royal W. Van Horn
Assistant Professor of Education
Doane College
Crete, NE 68333

Mr. Jerry A. Walker
Assistant Professor of Biology and Geology
Doane College
Crete, NE 68333

PARTICIPANTS

BEATRICE * (Gage County)

Mr. Richard A. Cederberg, II-3
Executive VP and General Manager
Repr. Store Kraft Manufacturing Co.
718 Garfield
Beatrice, NE 68310

Mr. Terry Cosier, Teacher, I-3
American History and World Problems
Repr. Beatrice Senior High School
823 North 6th, Apt. 103
Beatrice, NE 68310

Mr. Burnell C. Guy, I-3
Biology Teacher
Repr. Beatrice High School
1718 North 14th
Beatrice, NE 68310

Mr. Vincent Halvorson, I-2, II-1
Superintendent
Repr. Homestead National Monument
Address above - see
WORKSHOP LEADERS

Mr. Robert Harvey, Teacher, I-3
Social Science and Political Science
Repr. Beatrice Junior High School
Route Two
Beatrice, NE 68310

Mr. V. Allan Hergenrader, I-3, II-1,
III-1, History Teacher
Repr. Beatrice High School
109 North 4th, Apt. 2
Beatrice, NE 68310

Mr. Kenneth Hesser, I-1
Science Instructor
Repr. Beatrice Junior High School
500 North 5th
Beatrice, NE 68310

Dr. Dale L. Howell, II-1
Repr. Beatrice Vision Clinic
1505 South 3rd
Beatrice, NE 68310

Mr. Dennis Hynek, Biology Instructor, I-4
Repr. Beatrice Junior High School
1215 North 18th
Beatrice, NE 68310

Mr. Sterling Kent, II-1
Executive Vice President
Repr. Beatrice Chamber of Commerce
708 Lincoln, P. O. Box 703
Beatrice, NE 68310

Mr. Steven James Lorenz, I-2
7th Grade Life Science Teacher
Repr. Beatrice Board of Education
315 North 12th
Beatrice, NE 68310

Mr. Rod Moore, City Councilman, I-3
Social Studies Teacher
Repr. Beatrice Junior High School
1323 South 4th
Beatrice, NE 68310

Mr. Roger Pearsen, Park Ranger, II-1
Repr. Homestead National Monument
Route #3
Beatrice, NE 68310

Ruth Schleif, Head, I-4
Social Studies Department
Repr. Beatrice Junior High School
415 North 6th
Beatrice, NE 68310

Mr. George Schmucker, II-1
General Manager
Sewage and Treatment Plant
Repr. Board of Public Works
521 North 11th, Apt. #1
Beatrice, NE 68310

Mr. Eldor Schuerman, II-2
Water Pollution Control Superintendent
Sewage and Treatment Plant
Repr. Board of Public Works
803 North 11th
Beatrice, NE 68310

Ann Simodynes, Instructor, I-2
Psychology and Anthropology
Repr. Beatrice Senior High School
1314 Lincoln
Beatrice, NE 68310

Mr. Larry Swanson, I-1
Junior High Science Teacher
Repr. Tri County High School
621 Arthur, Apt. 7
Beatrice, NE 68310

Mr. Niel L. Tubbs, I-3
Chemistry Instructor
Repr. Beatrice Senior High School
1201 North 11th
Beatrice, NE 68310

Mr. Earl E. Van Steenhuyse, II-1
Repr. State Federal Savings & Loan
1708 North 11th
Beatrice, NE 68310

BLUE SPRINGS (Gage County)
Louise Hobbes, Owner, II-1
Repr. Hobbes Upholstering Shop
303 South Douglas
Blue Springs, NE 68318

Mrs. Ruby Morris, II-1
Repr. Morris Used Cars and Trucks
612 South A
Blue Springs, NE 68318

BRAINARD (Butler County)
Mr. Louis Novak, II-1
Retired Banker
Brainard, NE 68626

Mr. Charles J. Pesek, Chairman, II-2
Repr. Community Improvement Club
Brainard, NE 68826

Mr. Thomas F. Pesek, Student, II-2
Box 202
Brainard, NE 68826

BROCK (Nemaha County)
Mr. Eldon E. Epley, I-1
Science Instructor 7-8
Repr. Johnson-Brock Middle School
4340 Lenox
Lincoln, NE 68510

CARLETON (Thayer County)
Rev. Farrel A. Culler, Pastor, I-3
Bethel Church
Repr. Church of the Brethren
Route 1
Carleton, NE 68326

(COLUMBUS)
Mr. Arch E. Gustafson, I-1, II-1
Community Development Supervisor
Repr. NPPD
Address above - see
REOUSRCE CONSULTANTS

CRETE (Saline County)
Mr. Kent Barney, II
Plant Manager
Repr. Allen Products Company)ALPO)
816 East 7th
Crete, NE 68333

Mr. William Beck, I-4
Crete Jaycees
Biology Teacher
Repr. Crete Public Schools
114 Stradbroke
Swan Hill
Victoria, Australia 3585

Dr. Anthony J. Catana, Jr., I-1
Professor of Biology
Vice President for Academic Affairs
Dean of the College
Repr. Doane College
Address above - see
RESOURCE CONSULTANTS

Mr. David Chugg, Student, I
Repr. Doane College
Power Line Road
Holley, New York 14470

Dr. Robert Connor, Pastor, II-1
Plymouth Congregational-UCC
Assistant Professor of Political Science
Doane College
1060 Crestline Drive
Crete, NE 68333

Mr. Duane Engel, Graduate, II-3
Repr. Doane College
510 Third Street
Deshler, NE 68340

Annadora F. Gregory, II-1
Retired Professor of Sociology
Chadron State
Historical Researcher
1335 Boswell, Apt. 204
Crete, NE 68333

Dr. Mildred L. Gross, I-4
Professor of Mathematics
Repr. Doane College
945 Longwood Drive
Crete, NE 68333

Mr. Ken Hambleton, Graduate, I-3
Repr. Doane College
13426 Northeast 36th
Bellevue, Washington 98005

Mrs. Margaret Hein, I-4
Doane College Library
Repr. AAUW, President, Crete Chapter
814 East 13th
Crete, NE 68333

Mr. Scott Helt, Student, I-3
Repr. Doane College
Address above - see
WORKSHOP LEADERS

Mr. John D. Howald, Graduate, I
Repr. Doane College
Address above - see
WORKSHOP LEADERS

Mr. Ken Johnson, II-1
Former Admissions Counselor
Repr. Doane College
928 East 4th Street
Crete, NE 68333

Miss Lynn Johnson, Student, I
Repr. Doane College
Crete, NE 68333

Mr. Keith Karstens, Student, I-3
Repr. Doane College
6210 North 49th Street
Omaha, NE 68104

Miss Connie Le Master, Student, I
Repr. Doane College
Crete, NE 68333

Miss Susan Jane Lentz, Student, I-1
Repr. Doane College
Crete, NE 68333

Miss Laurie Morton, Student, I
Repr. Doane College
7808 Pine Street
Omaha, NE 68124

Mr. Robert Muckel, I-2
Assistant Professor of Biology
and Chemistry
Repr. Doane College
Address above - see
WORKSHOP LEADERS

Mr. Carl Murphy, Student, I
Rept. Doane College
3517 Country Hill Drive
Fairfax, Virginia 22030

Mr. Charles Novak, I-1, II-3, III-2
Retired Agricultural Engineer
Repr. Senior Citizens
520 Kingwood, Apt. #8
Crete, NE 68333

Mrs. Charles Novak, II-1
520 Kingwood, Apt. #8
Crete, NE 68333

Miss Diane Pulkinen, Student, I
Repr. Doane College
Crete, NE 68333

Mr. Dan Rawlings, Student, I
Repr. Doane College
1606 - 4th Corso
Nebraska City, NE 68410

Mr. Richard Reiss, Graduate, II-1
Repr. Doane College
3400 Paul Avenue
New York, New York 10468

Mr. Richard D. Schmidt, I-1, II-2, III-1
Repr. Crete Carrier
1443 Ivy
Crete, NE 68333

Lim Soo Siang, Student, I
Repr. Doane College
c/o Khoon Seng Lim
Box 35177
Georgia Institute of Technology
Atlanta, Georgia 30332

Mr. Richard E. Sinkule, II-1
City Councilman
Vice President
Repr. Crete State Bank
P. O. Box 429
Crete, NE 68333

Dr. David H. Smith, II-1
Assistant Professor of Chemistry
Repr. Doane College
1428 Boswell
Crete, NE 68333

Mrs. Peggy Smith, Student, II-1
Repr. Doane College
1428 Boswell
Crete, NE 68333

Ima R. Stapleman, II-1
Repr. Doane College
Lot 2, Hilltop Trailer Court
Crete, NE 68333

Mr. Royal D. Van Horn, I-3
Assistant Professor of Education
Repr. Doane College
Address above - see
WORKSHOP LEADERS

Mr. Jerry A. Walker, I-1
Assistant Professor of Biology
and Geology
Repr. Doane College
Address above - see
WORKSHOP LEADERS

Mrs. Margaret Whitman, Student, I-1
Repr. Doane College
336 Norman Avenue
Crete, NE 68333

Mr. Jim Wisecarver, Student, I
Repr. Doane College
2021 North 94th Street
Omaha, NE 68134

DAVID CITY * (Butler County)
Sister Rita Gaul, Teacher, I-3
Repr. Aquinas High School
Aquinas Sisters Convent
864 - 6th
David City, NE 68632

Mr. Mohamed Ahmed Sharieff, I-3
Repr. Aquinas High School
481½ - 4th
David City, NE 68632

Mr. Jack D. Tarr, Editor, II-1
Repr. David City Banner Press
836 - 3rd
David City, NE 68632

Florence Zeilinger, Teacher, I-3
Octavia Public School
Route 3
David City, NE 68632

DESHLER (Thayer County)
Mr. Tony Hohl, Owner, II-1
Repr. Gambles Store
Box 434
Deshler, NE 68340

Merlyn H. Pohlmann, Pres., II-1
Repr. Deshler Chamber of Commerce
Insurance Salesman
Businessmen's Association (BMA)
306 East Willard Avenue, Box 542
Deshler, NE 68340

Mr. Delmar Wicks, Editor, II-1
Repr. Deshler Rustler
Box 433
Deshler, NE 68340

DE WITT (Saline County)
Miss Marlyn Ackermann, I-4
Chemistry and Physics Instructor
Repr. Tri County High School
DeWitt, NE 68341

Mr. Eugene D. Cotter, Teacher, II-1
Repr. Tri County Elementary School
DeWitt, NE 68341

Mr. Alonza Y. Elliott, Jr., II-3
Teacher, Tri-County Elementary School
Repr. Civic Club
315 East 5th
Crete, NE 68333

Mr. Clark G. Haberman, I-2
Biology Insturctor
Repr. Tri County High School
Box 415
DeWitt, NE 68341

Mr. Jerry Mangles, Principal, II-1
Repr. Tri County Elementary School
Route #1
DeWitt, NE 68341

Mr. Gary Petersen, II-1
Repr. Petersen Manufacturing Company
DeWitt, NE 68341

Mrs. Gary L. Petersen, II-3
City Councilwoman
Secretary of Planning & Zoning
Repr. Civic Club & Planning & Zoning
DeWitt, NE 68341

Mr. Gerald Rehm, Officer, II-3
Repr. Civic Club
Rehm Implement
DeWitt, NE 68341

Mrs. Sharon Rehm, Teacher, II-1
Repr. Tri County High School
DeWitt, NE 68341

Jean Tichy, Science Teacher, I-1
Junior-Senior High School
Box 364
DeWitt, NE 68341

FAIRBURY * (Jefferson County)
Mr. Fred Drexler, Instructor, I-4
Physical Science Department
Repr. Fairbury Junior College
RFD 3
Fairbury, NE 68341

Mr. Richard E. Heard, I-4, II-3
Instructor, Ecology & Social Science
Repr. Fairbury Junior College
Fairbury, NE 68341

Rev. Gilbert J. Jackson, I-1, II-2, III-1
Pastor, Church of the Nazarene
Sociology Department
Repr. Fairbury Junior College
1114 "H" Street
Fairbury, NE 68352

Mr. Gary L. Liesenfeld, Teacher, I-4
General Science and Physical Education
Repr. Fairbury Junior High School
927 "K"
Fairbury, NE 68352

Mr. Frank MacKnight, I-1, III-2
Repr. Vision-17, Inc.
Blue Valley Community Action
Boy Scouts
First National Bank Building
Box 273
Fairbury, NE 68352

Dr. Ivan R. Simpson, I-3, II-2
President
Repr. Fairbury Junior College
Fairbury, NE 68352

FIRTH (Lancaster County)
Mr. William E. Rakes, I-2
Life Science Teacher
Junior-Senior High Morris #160
Repr. Norris Jr-Sr High School, Firth
4600 Briarpark Drive, Apt. #204
Lincoln, NE 68516

FRIEND (Saline County)
Mrs. Nelle Engel, Teacher, I-4, II-3, III-3
Language Arts, Grades 1-4
Repr. Friend Elementary School
Box 66
Friend, NE 68359

Donna J. Essman, I-4, II-3, III-3
Teacher, English and Art
Repr. Elementary School
Box 1
Friend, NE 68359

Mr. Stan Foster, I-4, II-3
Science Teacher
Repr. Friend High School
RFD #1
Friend, NE 68359

Georgia Jacobberger, I-2, II-1
Elementary Science Teacher, K-6
Repr. Friend Public Schools
728 Main
Crete, NE 68333

Donna Jamison, II-1
Elementary Science Teacher
Friend Public Schools
Rural Route #2
Amherst, NE 68812

Mr. William D. Morrow, I-4, II-3, III-2
Science Teacher
Repr. Friend High School
502 Maple
Friend, NE 68359

GRESHAM (York County)
Mr. Donald H. Zersen, Chairman, II-1
Village Board of Trustees
Box "L"
Gresham, NE 68367

HALLAM (Lancaster County)
Rev. E. C. Gates, Pastor, I-1
Repr. Hallam United Church of Christ
Hallam, NE 68368

(HASTINGS)
Mr. Robert Aiken, Student, II-1
Repr. National Audubon Society
300 East 9th
Hastings, NE 68901

Mrs. Elsie G. Rose, II-1
N. A. S. Chapter, President
Repr. LWV, Nat'l Audubon Society
2621 Boyce Street
Hastings, NE 68901

Mr. Dennis C. Storer, II-1
Assistant Professor of Political Sci
Hastings College
406 East 7th Street
Hastings, NE 68901

HICKMAN (Lancaster County)
Mr. Marvin Moser, II-1
Utilities Chairman
Repr. Village of Hickman
Hickman, NE 68372

LINCOLN * (Lancaster County)
Mrs. Jean Agee, I-1
President, Lincoln Chapter
Repr. League of Women Voters
Address above - see
WORKSHOP LEADERS

Mrs. Audean Allman, I
Graduate Student from Houston, Texas
School District Science Supervisor
5143 Cleveland, Apt. #4
Lincoln, NE 68504

Mrs. Marie Arnot, Director, II-1
Division of Community Affairs
Repr. Department of Economic Development
Address above - see
RESOURCE CONSULTANTS

Mr. Francis L. Arthur, Principal, I-3
Repr. Everett Junior High School
8200 Talbot Trail
Lincoln, NE 68520

Mr. Wiley C. Austin, I-3, II-1
Assistant Professor of Chemistry
Repr. Union College
5440 Spruce Street
Lincoln, NE 68516

Mr. Larry Bare, I-3, II-2, III-1
Community Development Specialist
Repr. Department of Economic Development
Address above - see
RESOURCE CONSULTANTS

Mr. Bill Bennett, Bondsman, II-1
Repr. Universal Surety
4010 Locust Street
Lincoln, NE 68516

Mr. Cornelius Biemond, I-4
Instructor, Environmental Technology
Repr. Lincoln Technical College
910 Northborough Lane
Lincoln, NE 68505

Mr. Ron Brandt, I-4
Associate Superintendent
Repr. Lincoln Public Schools
720 South 22nd Street
Lincoln, NE 68501

Mr. Oscar Bretthorst, Teacher, I-4
Dept Head, Chemistry, Gen Sci, Terminal
Repr. Lincoln Southeast High School
4916 Washington
Lincoln, NE 68502

Dr. Donald F. Burzlaff, I-1
Professor of Agronomy
College of Agriculture
Experimental Station
Extension Service
Repr. Univ of Nebr - East Campus
7831 Sycamore Drive
Lincoln, NE 68520

Mr. Robert W. Compton, I-4
Biology Teacher
Repr. Lincoln High School
5120 La Salle
Lincoln, NE 68516

Mr. Fred Curtis, I-3
Science Curriculum Consultant
Repr. State Department of Education
Address above - see
RESOURCE CONSULTANTS

Mrs. Ann Davies, Teacher, I-4
Repr. Belmont Elementary School
841 Carlos Drive
Lincoln, NE 68505

Mr. Orville D. DeFrain, I-2
Assistant Director
Division of Environmental Health
Repr. Lincoln-Lancaster Co Health Bd
2100 Smith Street
Lincoln, NE 68502

Mr. James Deuel, Student, I-1
Univ of Nebr - East Campus
Repr. 4-H
Route #3
Norfolk, NE 68701

Mr. George S. Durbin, Jr., II-2
Repr. Bruning Company
1970 Lake Street
Lincoln, NE 68502

Dr. Donald M. Edwards, I
Assistant Dean
College of Engineering and Arch
Repr. University of Nebraska
Room 181, Nebraska Hall
Lincoln, NE 68508

Dr. Bert Evans, I-1, II
Extension Specialist
Repr. University of Nebraska
Address above - see
RESOURCE CONSULTANTS

Mrs. Emilie M. Farrens, Teacher, I-4
Repr. Huntington School
4619 Judson Street
Lincoln, NE 68504

Mr. George Frye, I-1
Executive Director
Repr. Vision-17, Inc.
Address above - see
RESOURCE CONSULTANTS

Mr. Carroll M. Hamon, II-1
Chief of Planning Division
Repr. Soil and Water Conservation Commission
531 Jeffery Drive
Lincoln, NE 68505

Dr. D. G. Hanway, I-2
Professor and Chairman
Agronomy Department
Repr. College of Agriculture
University of Nebraska
2721 South 39th Street
Lincoln, NE 68506

Mr. Robert Heng, I-4
Science Teacher
Repr. Lincoln East High School
4044 "M" Street
Lincoln, NE 68510

Ruth Ann Kenriksen, I-4
Assistant Professor of Chemistry
Repr. Nebraska Wesleyan University
2800 "P" Street
Lincoln, NE 68503

Patricia R. Hoffman, Chairman, II-1
Lincoln Environmental Quality
Repr. League of Women Voters
2500 Winchester North
Lincoln, NE 68512

Dr. Otto Hoiberg, Head, I-2
Community Development
University Extension Division
Repr. University of Nebraska
Address above - see
WORKSHOP LEADERS

Mr. Jerrold C. Hood, Chief, II-1
General Sanitation Section
Repr. Lincoln-Lancaster Co Health Bd
2200 St. Marys Avenue
Lincoln, NE 68502

Mr. Donald F. Howe, III-1
Health Program Representative
Repr. Division of Sanitation
State Health Department
1003 "O" Street
Lincoln, NE 68508

Dr. D. B. Howell, I-2
Associate Professor of Chemistry
Repr. Nebraska Wesleyan University
5304 Madison
Lincoln, NE 68504

Mr. Carl Janis, II-1
Repr. Department of Economic Developmnt
210 South 18th Street, Apt. D
Lincoln, NE 68508

Mr. Lester M. Jensen, Director, I-1
Public Health Education
Repr. Lincoln-Lancaster Co Health Bd
3141 Prairie Hill Circle
Lincoln, NE 68506

Miss Jane Kennedy, Student, I-1
Univ of Nebr - East Campus
Repr. 4-H
6430 Holdredge
Lincoln, NE 68505

Mrs. Ruth Koziol, Teacher, I-1
Repr. Saratoga Elementary School
3730 Washington Avenue
Lincoln, NE 68506

Mr. Terrence Lyman, I-1
Assistant Deputy, Air Pollution
Control Officer
Repr. Lincoln-Lancaster Co Health Board
2920 Constable
Lincoln, NE 68506

Mr. Frank Macchiaverna, II-1
Repr. Department of Economic Development
Box 94666, State Capitol
Lincoln, NE 68509

Mr. Carl W. Manthey, I-2
Science Instructor
Repr. Lincoln High School
1310 South 40th Street
Lincoln, NE 68510

Dr. John McClendon, II-1
Associate Professor of Botony
Repr. University of Nebraska
1245 South 25th
Lincoln, NE 68502

Dr. Donald W. McCurdy, I-2
Associate Professor of Secondary Education
Repr. University of Nebraska
Address above - see
WORKSHOP LEADERS

Miss Jody McIntosh, Student, I-1
University of Nebraska - East Campus
Repr. 4-H
Palmer, NE 68864

Mr. Gilbert McMillen, I-2, II-1
Assistant Professor of Biology
Repr. Union College
Route 8
Lincoln, NE 78506

Mr. Leonard Meinhold, II-1
Regional Consultant
Southeastern Multi-regional Library Network
Bennett Martin Public Library
14th and "N" Streets
Lincoln, NE 68508

Mrs. Marilyn Mertens, Planner, II-1
Repr. Office of Planning and Programming
Address above - see
WORKSHOP LEADERS

Mr. Donald D. Nielsen, II-1
General Manager
Repr. Notifier Engineering
7631 Englewood Drive
Lincoln, NE 68510

M. Kay Novotny, Teacher, I-1
Repr. McPhee Elementary School
820 South 15th Street
Lincoln, NE 68508

Mrs. Ruby P. Olson, II-1
3934 Garfield
Lincoln, NE 68506

Dr. John D. Orr, I-2
Associate State Leader
4-H and YMW
Address above - see
WORKSHOP LEADERS

Mr. Richard E. Ostrander, II-1
Assistant Director
Repr. Lincoln City Libraries
4926 Myrtle
Lincoln, NE 68506

Mr. Marlin Petermann, Student, III-1
860 North 17th, Room 1042
Lincoln, NE 68508

Mr. William F. Rapp, II-1
Repr. State Health Department
Box 94757, State Capitol
Lincoln, NE 68509

Mr. Dale Rathe, Consultant, I-3
Science and Health
Repr. Lincoln Public Schools
720 South 22nd Street
Lincoln, NE 68501

Dr. Earle S. Raun, II-2
Professor and Chairman
Department of Entomology
Associate Director
Repr. Agricultural Extension
University of Nebraska
3036 Prairie Road
Lincoln, NE 68506

Mr. Vernon Renshaw, II-1
Assistant Professor (Statistician)
Repr. Bureau of Business Research
University of Nebraska
Lincoln, NE 68508

Mr. Robert E. Resz, I-3
Curriculum and Staff Development
Repr. Lincoln Technical College
1015 Meadow Dale Drive
Lincoln, NE 68505

Mr. Fred D. Richardson, Teacher, I-2
Life Science and Mathematics
Repr. C. Culler Junior High School
317 East Orcutt Avenue
Lincoln, NE 68504

Mr. Jacob J. Ruff, III-1 (Observer)
Title I, Administrator
Special Programs Coordinator
Division of Community Affairs
Repr. Dept of Economic Development
Box 94666, State Capitol
Lincoln, NE 68509

Mr. Les A. Sanger, Director, I-1
Division of Environmental Health
and Air Pollution Control
Repr. Lincoln-Lancaster Co Bd of Health
Address above - see
WORKSHOP LEADERS

Mr. Hal Schroeder, I-1
General Manager
Repr. Salt Valley Watershed District
401 Lincoln Benefit Building
134 South 13th Street
Lincoln, NE 68508

Ruthelen S. Sittler, Principal, I-3
Repr. Hawthorne School
300 South 48th Street
Lincoln, NE 68510

Mrs. Velma Snyder, Teacher, I-2
Repr. Lakeview Elementary School
5145 Linden
Lincoln, NE 68516

Mr. E. S. Wallace, Director, II-1
Bureau of Business Research
Repr. University of Nebraska
Lincoln, NE 68508

Mr. Wayne H. Wheeler, I-3
Supervisor
Trade and Industrial Division
Repr. Lincoln Technical College
1500 Crestline
Lincoln, NE 68506

Mr. Ted B. Wright, II-1
Supervisor
Community Planning
University Extension Division
Repr. University of Nebraska
4300 "J" Street
Lincoln, NE 68510

Mrs. Ted B. Wright, II-1
4300 "J" Street
Lincoln, NE 68510

MARTELL (Lancaster County)
Rev. Dwight Skow, I-1
Former Pastor
Repr. Martell Methodist Church
Weeping Water Methodist Church
Weeping Water, NE 68463

MEAD (Saunders County)
Mr. Philip H. Miller, I-4
Vocational Agriculture Instructor
Repr. Mead Public School
Box 31
Mead, NE 68041

MILFORD (Seward County)
Mr. Robert Fisher, Director, I-3
Video Inservice Program
Repr. Education Service Unit #6
Address above - see
WORKSHOP LEADERS

Mr. Gleason C. Grimes, President, II-1
Community Development Committee
Repr. Chamber of Commerce
C. and G. Cabinet Shop
416 - 3rd Street
Milford, NE 68405

Mrs. Ron Jantzi, Chairman, I-1
Social Studies Department
Repr. Milford High School
Box 502, 720 B
Milford, NE 68405

Mr. Jesse Reed, I-1
Science Teacher
Repr. Milford Public Schools
Rural Route #1, Box 147A
Milford, NE 68405

Mr. William A. Smith, Jr., III-1
Repr. Gary's Refuse Service
745 - 1st
Milford, NE 68405

Mr. Gary Yeackley, Owner, III-1
Gary's Refuse Service
RFD #1
Milford, NE 68405

MILLIGAN (Fillmore County)
Mr. Leonard Kassik, II-1
Partner-Manager
Repr. Kassik Milling Company
Milligan, NE 68406

Mr. Dan Tesar, I-4
Science Teacher
Repr. Milligan High School
Milligan, NE 68406

MURDOCK (Cass County)
Mr. Mark Buell, Student, I-1
Repr. 4-H
Murdock, NE 68407

OCTAVIA (Butler County)
Elaine Zegers, Teacher, I-3
Repr. Octavia Public School
Octavia, NE 68650

Florence Zeilinger, Teacher, I-3
Repr. Octavia Public School
Address above - see
PARTICIPANTS - DAVID CITY

(OMAHA)
Mr. Thomas L. Kline, I-1
Planning Consultant
Repr. Northern Natural Gas Company
Address above - see
RESOURCE CONSULTANTS

Mr. Patrick E. Smythe, Director, II-1
Repr. Northern Natural Gas Company
Community Development
1865 South 131st Avenue
Omaha, NE 68144

PERU (Nemaha County)
Mr. Albert Brady, I-2
Associate Professor of Bio Science
Repr. Peru State College
1108 - 5th Street
Peru, NE 68421

Mr. Kenneth H. Johnson, Owner, II-1
Repr. Ken's IGA
Box 68
Peru, NE 68421

Dr. Daryl Long, I-4, II-3
Assistant Professor of Science and Mathematics
Repr. Peru State College
Peru, NE 68421

Mr. Lyle McKercher, II-1
Assistant Professor of Mathematics
Repr. Peru State College
1205 - 3rd Avenue
Peru, NE 68421

Dr. Tom Scherer, Co-Chairman, II-1
Community Improvement Club
Associate Professor of Education
Repr. Peru State College
1021 - 3rd, Box 177
Peru, NE 68421

PLATTSMOUTH * (Cass County)
Mr. Don Freeburg, I-3
Biology Instructor
Repr. Plattsmouth High School
703 - 5th Avenue
Plattsmouth, NE 68048

Mr. Milo Perry, Chairman, II-1
Community Improvement Club
Repr. City of Plattsmouth
346 Avenue "A"
Plattsmouth, NE 68048

Mr. Norman E. Schock, I-4
Seventh Grade Science Teacher
Repr. Plattsmouth Junior High School
1111 - 4th Avenue
Plattsmouth, NE 68048

PLEASANT DALE (Seward County)
Mr. Hal Smith, Student, II-1
University of Nebr - Lincoln
Pleasant Dale, NE 68423

Mr. John H. Smith, Chairman, II-1
Village Board of Trustees
Repr. Pleasant Dale
Pleasant Dale, NE 68423

PLYMOUTH (Jefferson County)
Mr. Arnold Ruhnke, III-1
Executive Director
Repr. Nebr Association of County Officials
Plymouth, NE 68424

(RALSTON)
Mr. Wendell Kronberg, President, II-1
Ralston Chamber of Commerce
Staff Aid
Repr. Congressman John Y. McCollister
5026 South 81st
Ralston, NE 68127

SEWARD * (Seward County)
Mr. James H. Childe, I-1, II-1
CSTE Local Coordinator
Repr. Vision-17, Inc.
Address above - see
WORKSHOP LEADERS

Dr. Gilbert Daenzer, I-4
Associate Professor of Physics
Division Chairman
Science and Mathematics
Repr. Concordia Teachers College
540 East Hillcrest
Seward, NE 68434

Mr. Charles E. Hoger, I-2
Assistant Professor of Biology
Repr. Concordia Teachers College
1241 Plainview
Seward, NE 68434

Mr. John O. Jones, Manager, II-2
Repr. Greenhorn Lime Products, Inc.
Box 345
Seward, NE 68434

Mr. Clarence Mertins, I-4
Assistant Professor of Biology
Repr. Concordia Teachers College
1223 Fairlane
Seward, NE 68434

Dr. Herbert A. Meyer, I-3
Professor of Chemistry
Repr. Concordia Teachers College
850 North 3rd
Seward, NE 68434

Mr. Dave Miers, I-3
Junior High Science Teacher
Repr. Seward Junior High School
242 North 8th
Seward, NE 68434

Mr. Timothy N. Timm, I-4
Science Coordinator
Repr. St. John Lutheran School
128 North 11th
Seward, NE 68434

Mr. Donald Whittemore, I-3
Junior High Science Teacher
Repr. Seward Junior High School
1624 Meadow Lane
Seward, NE 68434

STRANG (Fillmore County)
Lucille Thomas, I
6th Grade Teacher
Repr. Geneva Elementary School
Strang, NE 68444

SYRACUSE (Otoe County)
Mr. Clyde Hunzeker, Owner, II-1
Repr. Hunzeker Skogmo Clothing Store
863 - 5th
Syracuse, NE 68446

Mr. Larry Larson, Owner, II-1
Repr. Larry's Grocery Store
256 - 7th, Box 419
Syracuse, NE 68446

Mr. Francis D. Moul, Editor, II-1
Syracuse Journal Democrat
585 Chestnut
Syracuse, NE 68446

Mrs. Maxine Burnett Moul, Editor, II-1
Louisville Messenger
Syracuse Journal Democrat
585 Chestnut
Syracuse, NE 68446

TECUMSEH * (Johnson County)
Mr. Harold Putnam, II-1
Repr. Chamber of Commerce
1128 Webster
Tecumseh, NE 68450

UTICA (Seward County)
Mr. Arvon Engel, I-4
Biology Instructor
Repr. Centennial High School
Utica, NE 68456

WILBER * (Saline County)
Mr. Eugene Dirkschneider, I
Superintendent of Schools
Repr. Wilber Public Schools
524 East 1st Street
Wilber, NE 68465

Mr. Frank E. Havel, Co-owner, II-1
K & F Locker and Grocery Store
Chamber Board
Repr. Chamber of Commerce
724 South Street
Wilber, NE 68465

Mr. Milo T. Jelinek, President, II-1
Repr. Chamber of Commerce
Postmaster
715 South Main
Wilber, NE 68465

Mr. James E. Novotny, I-1
Former Saline County Extension Agent
Address above - see
WORKSHOP LEADERS

WYMORE (Gage County)
Mrs. Carol Ann Allen, Editor, II-1
Wymore Arbor State
Chamber of Commerce
Community Improvement Council
Wymore, NE 68466

Mr. Larry Anderson, I-2
Biology Teacher
Repr. Southern High School
104 South 8th Street
Wymore, NE 68466

Madeleine Damann, I-2
Secondary Science Teacher
Repr. Southern High School
415 North 10th
Wymore, NE 68466

Miss Martha Thomas, Secretary, II-1
Repr. Wymore Community Impr Council
519 North 11th
Wymore, NE 68466

YORK * (York County)
Mr. David Jones, Student, I-3
Repr. York High School
South Delaware
York, NE 68467

Mr. Gene A. Robb, I-3
Science Teacher
Repr. York High School
2020 Nebraska Avenue
York, NE 68467

Mr. Kenneth S. Withee, I-3
Biology Teacher
Repr. York High School
1629 East 4th
York, NE 68467